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ABSTRACT

This manual provides an overview and instructions for the application of vocational assessment to secondary special needs students, especially in Illinois. The manual is organized in six sections. The introductory section describes the provisions of the Carl D. Perkins Vocational Education Act in regard to student assessment and includes information on the legal aspects of parent/guardian notification and consent to initiate vocational assessment and student identification. The second section contains extensive questions and answers about vocational assessment, covering the definition of vocational assessment, why it is important for special needs students, who is responsible for assessment, when assessment should be initiated, and how it should be carried out. The third section of the manual describes the Illinois Three Level Assessment Process, how it is conducted, and how to apply it to special needs students. Included in the fourth section of the manual are matrices that identify various types of instruments that can be used in the vocational assessment process. Also provided is pertinent information regarding age/grade appropriateness, length of time required, method of reporting scores, potential for group administration, and usefulness with special needs populations. The fifth section contains sample forms for parent/guardian notification and consent, student, parent, and teacher interviews, vocational assessment reports, and bilingual vocational program student referral. The sixth section contains the following appendixes: format for developing a work sample, situational assessment checklist, cultural appropriateness rating criteria, assessment instruments and publishers addresses, and 124 references. (KC)

VOCATIONAL ASSESSMENT OF SECONDARY SPECIAL NEEDS STUDENTS

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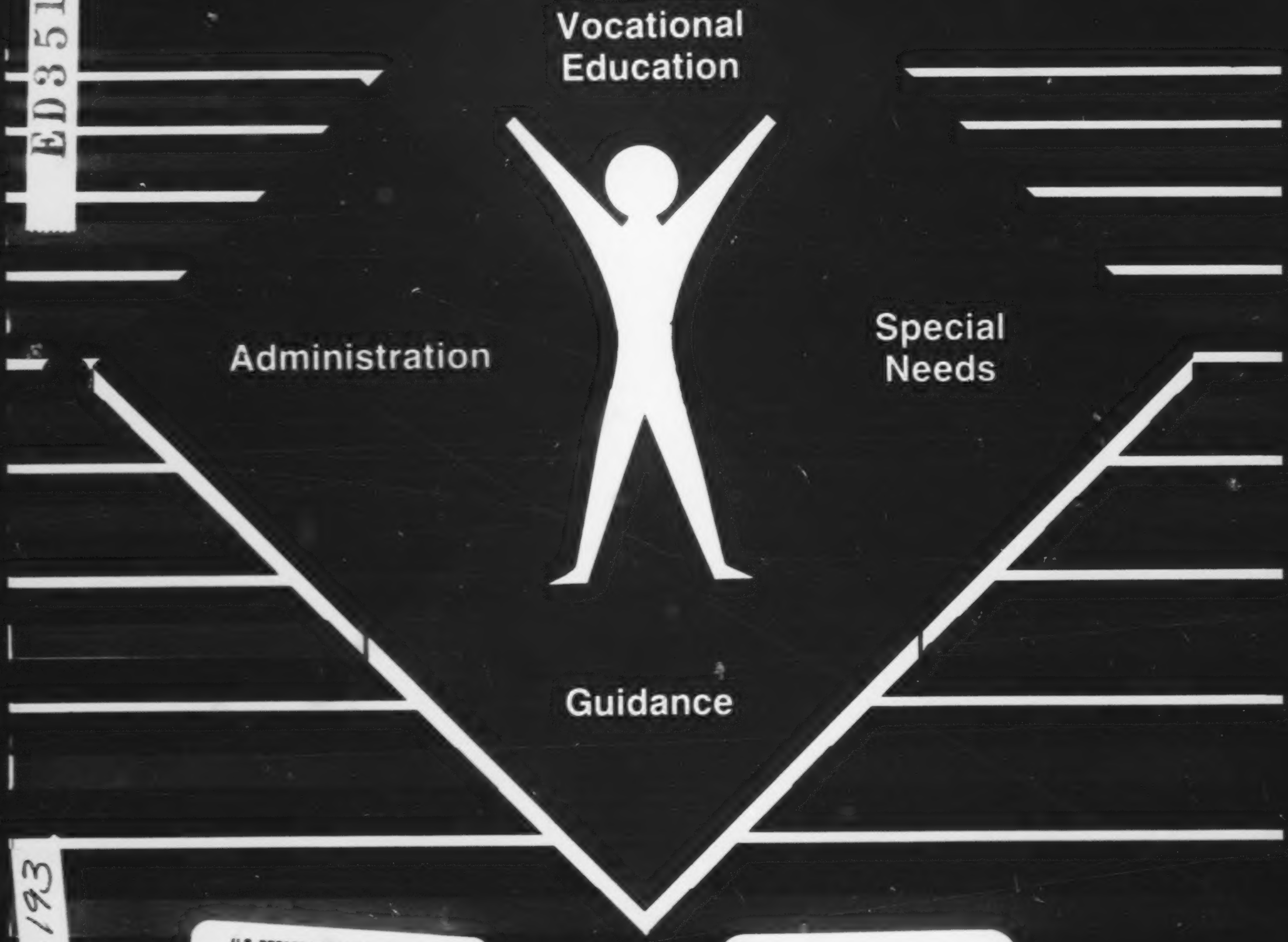

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Vocational Assessment of Secondary Special Needs Students

Project Staff:

Toni McCarty Warren, Ph.D.
Executive Director

Donella Hess-Grabill
Assistant Research Project Administrator

Office of Specialized Vocational Research
Department of Specialized Educational Development
Illinois State University
Normal, IL

Principal Developers:

Pamela Hayes, M.A., C.V.E.
Toni McCarty Warren, Ph.D.
Jeanne Lopez-Valadez, M.A.

Illinois State Board of Education

Thomas Lay Burroughs
Chairman

Ted Sanders
State Superintendent of Education

Department of Adult, Vocational, and Technical Education

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INTRODUCTION

The Carl D. Perkins Vocational Education Act

The Carl D. Perkins Vocational Education Act (PL 98-524), signed on October 19, 1984, provides federal assistance to local education agencies for vocational education programs. A primary purpose of this Act is to insure the successful participation of special needs populations in vocational education programs. To support this participation, the Perkins Act includes set-asides to fund services for handicapped, disadvantaged, and limited-English-proficient persons.

The Perkins Act delineates mandated services to these special needs populations. One of the requirements which must be considered when providing these support services is the following:

> Each local education agency (LEA) that receives an allotment of funds for handicapped, disadvantaged, or limited-English-proficient students will provide to each special needs student enrolled in a vocational education program an assessment of the student's interests, abilities, and special needs with respect to successfully completing the vocational education program (Federal Register, Friday, August 15, 1985).

This requirement implies the need to develop a systematic vocational assessment process. Inherent within this development is the idea that vocational assessment must be an ongoing process, represented by a continuum of activities, and that both formal and informal assessment activities should be utilized in order to gather the most appropriate information. Most importantly, vocational assessment is not a process to be used to screen students out of vocational education programs or employment settings. It should, instead, determine appropriate vocational education training and placement options and identify support services required to allow students to reach identified career goals.

In order to vocationally assess students, a variety of information must be obtained to determine appropriate vocational training and placement options. General assessment involves gathering information to assist educational personnel in preparing an educational program for individual special needs students. The ultimate goal of vocational assessment is to identify the need for individualized services, and to design an educational program incorporating these services for each special needs student (ISBE, 1987). Taking into account the student's abilities, interests, and specific needs that are determined through the assessment process, this educational program should be designed to enable the student to be placed in, and to succeed in, an appropriate vocational setting.

According to Serving Handicapped, Disadvantaged, and Limited-English-Proficient Persons in Vocational Education Programs (ISBE, 1987), vocational assessment is

> a comprehensive, ongoing process with the purpose of identifying individual characteristics, strengths, weaknesses, and interests, as well as education, training, and placement needs. The goal of this process is to provide the student insight into the student's vocational potential and to provide educators the basis for planning a student's individual vocational program . . . . Information obtained from vocational assessment may be used in the following ways: to determine whether vocational program placement is appropriate; to determine the applicability of services available to special population students; to determine need for remediation; to identify need for modified instructional materials; to identify need for other support services including adaptations of curriculum, methods of instruction, equipment, and facilities; and to provide a data base for guidance, counseling, and career development activities for individual students. (p. 8)

Comprehensive vocational assessment must be viewed as an ongoing process of information collection. During the assessment, vocational information about an individual special needs student is collected and analyzed. The amount and type of information collected on each student varies according to the information required to make appropriate vocational programming decisions.

In Illinois, three levels of vocational assessment activities have been identified (see section entitled "Levels of Assessment"). The three levels illustrate the differing types of information that may be collected throughout the vocational assessment process. Movement from one level to the next occurs as assessment personnel determine if additional information is required in order to make appropriate programming decisions.

Generally, Level 1 assessment activities are completed with all special needs students. The screening is done through Level 1 activities, and the information gleaned from these activities and assessments should, in most cases, allow educational personnel to make accurate and appropriate vocational education programming decisions for the majority of special needs students.

If information beyond that gathered during Level 1 activities is required to make adequate decisions, Level 2 activities should be considered. This consideration will be necessary for students with whom more in-depth information, or different types of information, is needed in order to appropriately place them in a training or employment environment.

For the most severely handicapped or disadvantaged students, when in-depth assessment activities are necessary in order to obtain information to appropriately train and place the students, Level 3 activities should be considered. These activities represent, for the most part, more time-consuming and more sophisticated approaches to gathering specific information.

It is critical that users of this manual recognize that appropriate vocational assessment activities will not always be determined simply by matching a type of student to a level of assessment. Each student assessment must be comprised of the types of activities which will yield the needed information. The three levels denoted in this manual serve only as guidelines for vocational assessment activities. (For a thorough description of the three levels of assessment, see Section III.)

Every individual has unique needs, interests, and abilities. It is important that these personal attributes are considered, and that students are provided with appropriate vocational preparation that will lead them toward satisfying and productive lives. Vocational assessment represents a vehicle by which professionals can obtain information and make appropriate decisions regarding the vocational preparation of special needs students.

Parent/Guardian Notification and Consent to Initiate Vocational Assessment

Because vocational assessment is a process through which information is collected and analyzed, and from which student programming decisions are made, the Illinois State Board of Education/Department of Specialized Educational Services requires that parents of students who are served through special education programs be notified and give consent for vocational assessment activities that go beyond initial screening activities.

When all students are involved in a process, this process is referred to as screening. According to the *Special Education Administrative Bulletin* (Bulletin #17, July 25, 1986), screening is

> a systematic process for determining which children from the general population are more likely than others to have a specific type of problem. Special education 'screening' means the process of reviewing all children in a given group with a set of criteria for the purpose of identifying certain individuals for evaluations who may be in need of special education (23 Illinois Administrative Code 226.5). It would include procedures to help determine a student's individual and/or behavioral strengths and weaknesses that are being manifested in the school environment. Procedures that did not involve direct individual contact with the student (observation, interviewing of teachers, or reviewing of records) would not require parent/guardian permission.

Generally, if a vocational assessment activity is being completed with ALL students, parent/guardian permission is NOT required.

Vocational assessment activities that require direct contact with individual special education students in the group would require that the parent/guardian be notified and written permission be obtained PRIOR to the initiation of these vocational assessment activities. Any time a student or group of students is singled out and engaged in additional assessment activities which are **above and beyond** those in which all students are involved, parent/guardian consent must be obtained. When this situation occurs, a parent/guardian notification and consent form must be signed prior to the initiation of the vocational assessment activities. (See Sample Form A for sample parent/guardian notification and consent forms.)

For further information, or as individual questions arise concerning the need for parent/guardian notification and consent, contact the Illinois State Board of Education/Department of Specialized Educational Services, 100 North First Street, Springfield, IL 62777, (217) 782-6601.

Student Identification

The following criteria are used by the Illinois State Board of Education/Department of Adult, Vocational, and Technical Education (1987) to identify special needs students. Each of these conditions is listed as a separate category on the matrices of assessment instruments. Each matrix contains information related to the appropriateness of the test for utilization with individual categories. **Note:** Because special consideration may be warranted when determining the appropriateness of using specific vocational assessment instruments with autistic students, autism has been given a separate category within the matrices. In the following listing, autism is cited in the category of Other Health Impaired.

Identification of Handicapped Students

1. Mentally Retarded

> Significantly subaverage general intelligence functioning which exists concurrently with deficits in adaptive behavior and is manifested during the developmental period and which adversely affects a student's educational performance. In Illinois this includes the special education classifications of educable mentally handicapped (EMH), trainable mentally handicapped (TMH), and the severe and profound populations.

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2. Hearing Impaired

Having a hearing impairment, whether permanent or fluctuating, which adversely affects a student's educational performance, but which is not included under the definition of "deaf" in this section.

3. Deaf

Having a hearing impairment which is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification, and which adversely affects educational performance.

4. Speech Impaired

Having a communication disorder, such as stuttering, impaired articulation, language impairment, or voice impairment, which adversely affects a student's educational performance.

5. Visually Handicapped

Having a visual impairment, which, even with correction, adversely affects a student's educational performance. The term includes both partially sighted and blind students.

6. Seriously Emotionally Disturbed

A condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance:

A. An inability to learn which cannot be explained by intellectual, sensory, or health factors;

B. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;

C Inappropriate types of behavior or feelings under normal circumstances;

D. A general pervasive mood of unhappiness or depression; or

E A tendency to develop physical symptoms or fears associated with personal or school problems.

The term does not include students who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

7. Orthopedically Impaired

Having a severe orthopedic impairment which adversely affects a student's educational performance. The term includes impairments caused by congenital anomaly, such as clubfoot or absence of some member, impairments caused by disease, such as poliomyelitis and bone tuberculosis, and impairments from other causes, such as cerebral palsy, amputations, and fractures or burns which cause contractures.

8. Other Health Impaired

Having limited strength, vitality, or alertness because of chronic or acute health problems, such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle-cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affect a student's educational performance. Autistic students should be included in this category.

9. Deaf-Blind

Having concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that the student cannot be accommodated in special education programs solely for deaf or blind students.

10. Multihandicapped

Having concomitant impairments, such as mentally retarded-blind or mentally retarded-orthopedically impaired, the combination of which causes such severe education problems that the student cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind students. This is not a special education classification for reporting to the Illinois Department of Special Education. For this reporting, local education agencies identify the most prominent handicapping condition.

11. Specific Learning Disability

Having a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes students with conditions such as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include students who have learning problems which are primarily the result of visual, hearing, or motor handicaps; mental retardation; or environmental, cultural, or economic disadvantage. (ISBE/DAVTE, 1987)

Identification of Disadvantaged Students

Identification of disadvantaged persons should be based upon the following conditions:

A. The individual is not succeeding or cannot be expected to succeed in a regular vocational program without special assistance.

B. Individuals, not groups, are identified.

C. The individual is identified by the effect, not the cause, of the individual's disadvantaged condition.

D. The individual's disadvantaged condition is a contributing factor to the individual's lack of success. (ISBE/DAVTE, 1987)

The criteria for identifying **academically disadvantaged** students in secondary agencies throughout Illinois is as follows:

- A person who, based upon the results of standardized tests, is two grade levels below grade placement in reading, English, or math skills.
- A student who is receiving a grade of D or below in a vocational class and needs support services to succeed in that class. (ISBE/DAVTE, 1987, p. 6)

Economically disadvantaged students at secondary agencies may be identified on the basis of eligibility for free or reduced-priced lunch (ISBE/DAVTE, 1987).

Limited-English-Proficient students are students who

- were not born in the United States or whose native language is a language other than English,
- come from environments where a language other than English is dominant,
- are American Indian or Alaskan Native and who come from environments where a language other than English has had a significant impact on their level of English-language proficiency,

and

- by reason, thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny such individuals the opportunity to learn successfully in classrooms

> where the language of instruction is English or to participate fully in our society. (ISBE/DAVTE, 1987, p. 6)

VOCATIONAL ASSESSMENT QUESTIONS AND ANSWERS

Question: What is vocational assessment?

Answer: Vocational assessment is a comprehensive, ongoing process, the purpose of which is to gather and analyze information that might facilitate in the development of goals and objectives for future educational and vocational program planning. Although the use of formal and/or informal measures of interests, abilities, aptitudes, and special needs may be included, it is important to note that test administration is only one of the methods used to collect assessment information. A review of academic achievement records and previous educational and/or prevocational experiences, as well as interviews with the student, parents, and teachers can also provide additional insight into the student's strengths, limitations, and future training needs. (See Sample Forms B, C, and D for sample student, parent, and teacher interview forms.)

The target population for assessment under the Carl D. Perkins Vocational Education Act is special needs students. This includes handicapped, disadvantaged, and limited-English-proficient students. Since members of these populations have often undergone extensive evaluation in the past, careful review of existing information can help to minimize the likelihood of duplicating information during the vocational assessment process. In the case of handicapped students, for example, many of the questions pertaining to cognitive, perceptual, psychomotor, and even affective functioning have often been answered through previous psychological and/or medical evaluations. Even if additional testing is needed, a review of the observations and information obtained through previous assessments can often assist in the selection of appropriate instruments for further testing.

When attempting to determine the assessment needs of disadvantaged and limited-English-proficient populations, it is equally important to review the information that has been obtained during past testing experiences. Due to cultural differences, language barriers, and/or academic deficits, these students have sometimes proven to be difficult to test using traditional assessment methods. For this reason, performance-based aptitude tests, work samples, situational assessment, on-the-job experiences, and career exploration activities often seem to prove more beneficial than the use of paper-pencil tests.

Illinois has adopted a Three-Level Vocational Assessment Model. An outline of this model, and a description of the differences among the three levels are provided in the "Levels of Assessment" section of this manual.

Question: Why is vocational assessment important for the special needs student?

Answer: It has long been recognized that handicapped, academically disadvantaged, and limited-English-proficient students often need support services, extra tutoring, and/or special accommodations in order to function successfully in traditional educational programs. These same students, however, are often placed in vocational programs with little regard for how their special learning needs might impact upon their ability to function successfully. Placement decisions have sometimes been made with little regard for the student's interests and abilities, as well as with minimal awareness of the demands and expectations of the vocational area selected. The vocational assessment process can help to facilitate more appropriate placement of special needs students into vocational programs by identifying a student's interests, abilities, learning style, and need for special support services and accommodations. When done properly, assessment should provide a comprehensive profile of a student's strengths and limitations, with very specific functional recommendations as to how to remediate deficit areas, as well as how to make maximum use of information related to the person's interests and abilities.

It should be noted, however, that in order to effectively utilize the assessment information obtained on a student it is of equal importance that special needs personnel become more aware of the requirements of vocational programs. For example, if a learning disabled student is interested in industrial occupations, but has difficulty following diagrams and is unable to comprehend written directions, this information can only be used effectively if the special needs personnel know which vocational programs would allow a student to perform some mechanical assembly operations without having to read blueprints or follow technical manuals. Often, the appropriateness of curriculum modifications and/or the use of accommodations is dependent on knowledge of the requirements not only of the vocational program, but also of the ultimate employment opportunities. A classic illustration of this would be the field of auto mechanics. Certainly, there are some jobs in the automotive area that a student with low level reading skills could perform. However, potential to become a certified master mechanic would likely be severely restricted if the employee were unable to comprehend the information contained in repair manuals which are updated on a regular basis to reflect new innovations in technology.

In conclusion, it is believed that vocational assessment, if done properly, will not only facilitate more appropriate placement of special needs students into vocational education programs, but will also help to maximize their potential to be successful within those programs. This is accomplished by providing teachers with a clearer picture of the student's needs, as well as providing recommendations for possible instructional strategies that might prove beneficial. Finally, and perhaps most importantly, vocational assessment can help students develop a better understanding of their interests and a more realistic awareness of their own strengths and limitations. This information can provide the basis for designing and implementing Individualized Career Plans (ICP) and making informed decisions, not only in terms of an immediate vocational placement, but also during future career planning.

Question: What is the relationship of the vocational assessment process to the Regional Vocational System activities?

Answer: Vocational assessment should be an integral part of the delivery of special needs support services in the region. The information obtained from the vocational assessment should guide the expenditure of Carl Perkins monies allocated for such services, and the adaptation of present, or the addition of new, vocational special needs programs.

Question: Who is responsible for doing the vocational assessment?

Answer: The comprehensive three-level model of vocational assessment adopted by Illinois takes a multidisciplinary approach to gathering information. Level 1 assessment activities, which include reviewing existing information, interviews with students/teachers/parents, and the assessment of interests and abilities, can generally be performed and interpreted by special needs coordinators, special education personnel, vocational education personnel, bilingual educators, or guidance counselors.

The administration of career maturity ratings, job readiness surveys, adaptive behavior scales, and learning style inventories, all of which are activities associated with Level 2 assessment, may best be completed and interpreted by educational diagnosticians, guidance counselors, special needs coordinators, special education teachers, or school psychologists. The use of commercial work samples and/or work evaluation systems, although listed among Level 2 assessment activities, generally requires the services of vocational assessment specialists or, at a minimum, persons who have had training with the instrument being utilized.

Level 3 assessment, which is reserved for those students for whom an appropriate vocational placement cannot be made on the basis of the information obtained during Level 1 and Level 2 assessment activities, is generally conducted by trained vocational assessment specialists. Level 3 activities include the use of simulated job stations, situational assessment, and production and/or contract work experiences. The assessment of functional living skills is also an activity associated with Level 3 assessment.

Question: What is the role of the Regional Vocational System Director in the vocational assessment process?

Answer: At the direction of the Board of Control, the Regional Vocational System Director is accountable for the expenditure of the Carl Perkins monies. Subsequently, this individual should supervise the special needs coordinator, and is responsible for the activities of the Student Services Committee.

Question: What is the role of the special needs coordinator in the vocational assessment process?

Answer: The special neds coordinator works with all necessary personnel to coordinate the vocational assessment process. As previously mentioned, the special needs coordinator may be directly involved in Level 1 and Level 2 assessment activities, but usually will serve as the coordinator of these activities. Additionally, this individual coordinates the provision of support services to special needs students within the regional vocational system. It is important that these support services be provided as a direct result of the needs identified through the vocational assessment process.

Question:	What is the role of the guidance counselor in the vocational assessment process and in the interpretation of assessment results?
Answer:	The role of the guidance counselor should be to work directly with the special needs coordinator, special education teachers, bilingual educators, and/or vocational education teachers to help in the coordination of vocational assessment activities. Guidance counselors may or may not be involved in the compiling of assessment information; however, although others may have conducted the interviews and/or administered the tests, it is frequently the guidance counselor who is called upon to interpret the assessment information to students, parents, and other school personnel. It is important that the counselor be able to draw upon three areas of knowledge in order to pull together all of the information compiled during the assessment process and present it in a meaningful context in terms of short-range and long-range vocational objectives. (See Sample Form E for sample vocational assessment report forms).

1. Knowledge of the student

   The counselor should become thoroughly familiar with all of the information compiled on the student during the vocational assessment process. When working with limited-English-proficient students, it becomes especially important that the counselor develops a basic understanding of the student's cultural and linguistic background. This familiarization should occur prior to making any attempt at interpreting the vocational significance of the assessment information.

2. Knowledge of test instruments

   It is of critical importance that the guidance counselor become familiar with all vocational assessment instruments being utilized in the district and/or required vocational system. Although most counselors have had some coursework in testing and measurement, many of the instruments used for vocational assessment may be new and unfamiliar to them. If this is the case, it is strongly recommended that those instruments be reviewed for information regarding competencies measured; target population; and their validity, reliability, and usefulness with special populations prior to any attempt at administration or interpretation. Also, since all tests have their strengths and limitations, and since not all tests are appropriate for use with special populations, it is suggested that counselors become more familiar with the guidelines for instrument selection and modification outlined in the "Matrices of Assessment Instruments" section of this manual.

3. Knowledge of the requirements of vocational programs

   If the information compiled on the student during the vocational assessment process is to be used to facilitate a more appropriate vocational placement and to ensure the provision of necessary support services, it is essential that the counselor know something about the requirements of vocational programs into which the student may be placed. For the information to be useful, particularly in terms of offering recommendations for remediation, it is important to be able to describe, in functional terms, the competencies necessary for entry into a given program. For example, if a student with low level reading skills wants to enter a food service training program, it is important for the counselor to know the types of work activities within the food service area that might require reading skills, and a description of the exact competencies necessary. For instance, if the only tasks involving reading are those where a student would have to follow the step-by-step written directions of a recipe, it is quite possible that even individuals who have scored low on reading comprehension tests would encounter little difficulty meeting the reading requirements of the program.

Question: What is the role of the vocational education teacher in the vocational assessment process?

Answer: The vocational education teacher may be involved in the identification and referral of special needs students. For example, this individual may refer a limited-English-proficient student for support services from a bilingual vocational program. (See Sample Form F for sample bilingual vocational program student referral form.) Additionally, this teacher may conduct informal assessments through teacher observation and through the development and utilization of teacher-made assessment materials such as work samples. (See Appendix A for "Format for Developing a Work Sample.")

It is important to keep in mind that it is the vocational education teacher who will be involved with the student on a daily basis and is ultimately responsible for providing the training. Therefore, it is of critical importance that this person be provided with information regarding the student's strengths, limitations, and learning style. Also, the vocational education teacher should be provided with recommendations that might help to maximize the student's potential for success in the classroom.

Question: What is the role of the special education or bilingual teacher in the vocational assessment process?

Answer: The special education or bilingual teacher may conduct informal assessment through teacher observation, should be involved in the review of cumulative files, and may be involved in the student and/or parent interview process. Utilizing information gleaned from vocational assessment activities, these individuals are also instrumental in helping to determine appropriate intervention strategies.

Question: What is the role of the parent in the vocational assessment process?

Answer: Parents are key individuals in the assessment process. They can provide information related to their children's behavior patterns outside of school; negotiate the provision of services from appropriate community agencies; help to determine the appropriateness of involvement of agency representatives in future educational planning for their children; and provide relevant background information such as pertinent medical history.

Question: What is the role of the building administrator in the vocational assessment process?

Answer: The building administrator should help facilitate student assessment activities. This individual can also provide valuable information relative to current program offerings.

Question: What type of vocational assessment activities can be paid for by the Carl Perkins monies?

Answer: Carl Perkins monies may be used only for vocational assessment activities that are **above and beyond** those offered to all students. For example, if a career interest test is being administered to all ninth graders, Carl Perkins monies cannot be expended to cover the cost associated with this testing. If, however, an additional career interest inventory is given to a smaller number of special needs vocational education students to gain further information, Carl Perkins monies can be expended to cover the costs of this additional testing. Carl Perkins monies may also be expended for special tests, such as vocationally-related English as a Second Language (ESL) instruments.

Question: When should vocational assessment begin?

Answer: Vocational assessment should begin as early as the 8th grade year to insure that adequate information has been collected for appropriate placement into 9th grade vocational orientation classes. It is important that the vocational assessment process include specific assessment activities that are initiated at strategic decision-making times, such as during the 8th grade and at the beginning of the 10th grade. Special accommodations should also be made to obtain up-to-date vocational assessment information on students who, for a variety of reasons, enter a school program at irregular times throughout the year.

Question: How often should vocational assessment information be updated?

Answer: Vocational assessment is an ongoing process. To ensure that proper decisions are being made regarding vocational program placement, vocational assessment information must be current. Subsequently, assessment information should be updated when strategic decisions are being made such as entrance into or exit from a vocational training program.

Question: What are the benefits of implementing a quality vocational assessment process within a Regional Vocational System?

Answer: Several benefits are derived from the establishment of a quality vocational assessment process (Sarkees and Scott, 1985). These benefits include, but are not limited to, the following:

- Vocational assessment activities help learners to start thinking about the world of work.
- Actual simulations of real jobs can be set up in the classroom or laboratory and tried out without any pressure.

* Vocational assessment activities can be an appropriate substitution for, or an addition to, the more traditional classroom activities.

* Vocational assessment activities can motivate students to learn more about related academic material (e.g., reading, math, communication skills).

* Vocational assessment results provide a means of comparing learner abilities with actual job competencies.

* Vocational assessment activities can be used as a tool for setting up behavior modification techniques relating to work habits and interpersonal relationships.

* Vocational assessment activities provide learners with a reason to learn materials because they represent the "real world."

* Vocational assessment results can identify specific vocational strengths and weaknesses.

* Vocational assessment experiences can build self-confidence.

* Vocational assessment can provide information suggesting modifications to curriculum, facilities, equipment, instructional delivery, and student evaluation procedures.

Question:	What are special needs and how can they be assessed?
Answer:	In addition to interest and abilities, the Carl D. Perkins Vocational Education Act mandates the assessment of ". . . special needs with respect to successfully completing the vocational education program" (Federal Register, Friday, August 15, 1985). Taken in this context, special needs can best be described as additional factors that might impact upon an individual's ability to meet the demands of a vocational program. By

taking these factors into consideration during the assessment process, it is often possible to offer recommendations as to the types of instructional/curriculum modifications, physical adaptations, teaching strategies, tutoring, and/or counseling and support services that might help to maximize a student's potential for success in a vocational education program.

Special needs are often a direct result of the student's handicapping condition, such as the need for large print or brailled material for the visually impaired; the need for modification of instructions for the deaf and/or limited-English-proficient student; and the need for adaptive devices, such as pointers and mouthsticks, when working with severely physically handicapped individuals. Special needs can also include behavioral interferences such as distractability, short attention span, low frustration tolerance, and difficulties in relating to peers and/or supervision. In addition, language and cultural differences can often present special needs. Since these conditions can have a negative impact upon successful functioning within a vocational program if not responded to appropriately, it is important to consider these factors during the assessment process. The assessment of special needs often involves the use of informal messages such as behavioral observations, interviews, and a review of existing information. Learning style inventories, behavioral checklists and rating forms, career maturity scales, and other types of affective assessment instruments might also be utilized to identify special needs.

Question: What special areas of assessment should be considered when serving the limited-English-proficient student?

Answer: Once the broad determination is made that a student is limited-English-proficient, further language assessment is necessary to insure appropriate assessment, placement, and support services. Although the language demands vary across occupations, it is advisable to assess all four language skill areas: listening, speaking, reading, and writing. Both teacher-made and commercially-produced English as a Second Language (ESL) tests specifically designed for this population are available. The "Basic Skills: Language (ESL) Matrix," located in the "Matrices of Assessment Instruments" section, identifies ESL instruments that have been normed on the LEP population. The person conducting the ESL assessment should be a native English speaker with training in language assessment.

Since some support services as well as instructional and testing materials may be provided in the student's native language, it is also important to determine how proficient or literate a student is in the student's home language. Unfortunately, formal instruments are not available for all languages. If a formal test is unavailable or impractical, given the purpose for which the information is sought, informal strategies such as structured interviews, writing samples, Cloze exercises, and short reading comprehension tests can yield basic information.

As a starting point, answers to the following questions will yield some clues as to native language proficiency:

- How many years of formalized schooling has the student completed in the native language?

- What is the level of educational attainment of the student's parents?

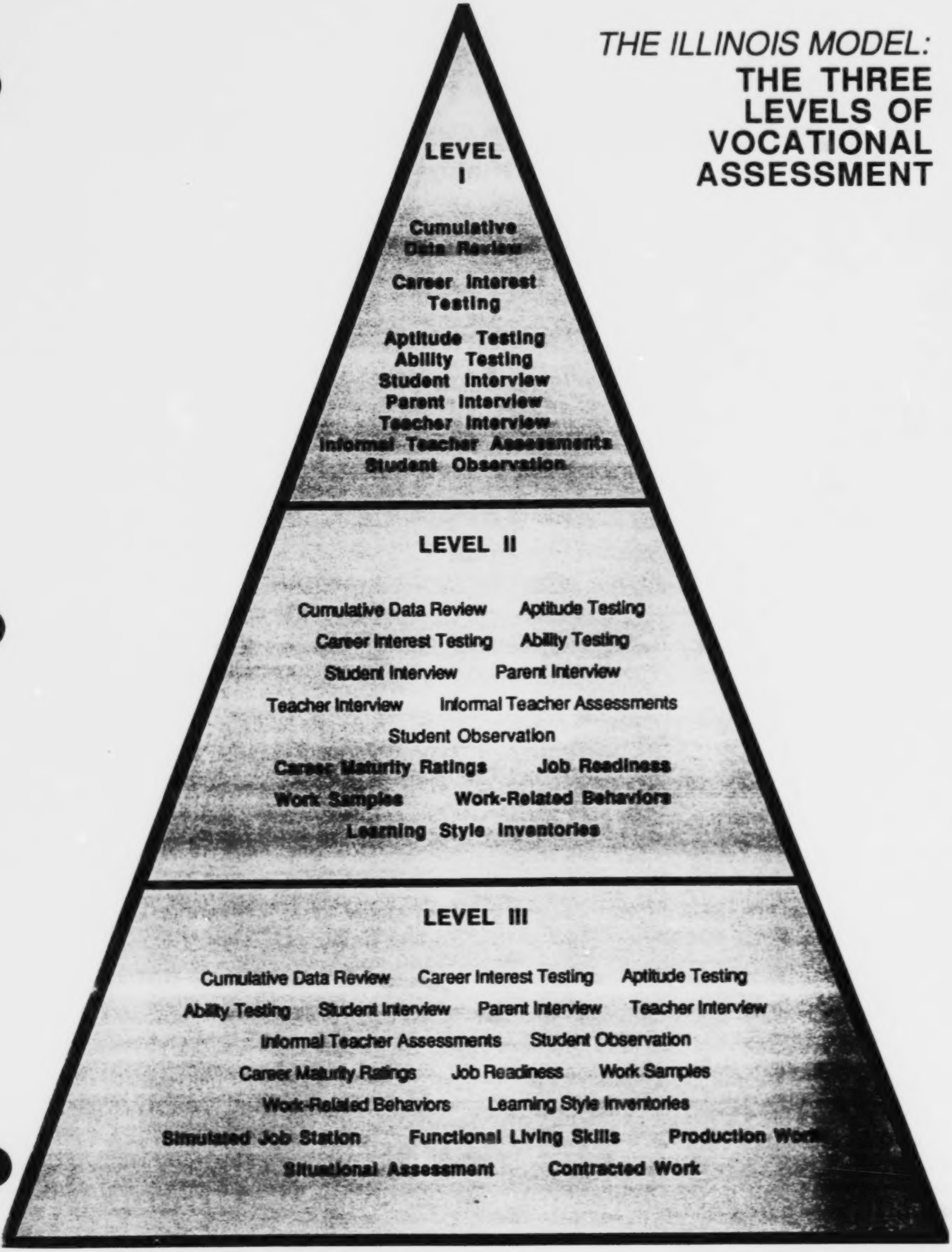
- Does the student read materials written in the student's native language? What type?

- Does the student have any training or work experience in the native language?

It will be necessary to recruit the assistance of an adult or older student who is proficient in the target language and can communicate in English. It is not recommended that the student's relatives conduct the assessment because their evaluations are often too subjective.

Cultural adjustment is another area of assessment critical for the LEP population. This information is crucial in determining appropriate counseling and teaching techniques as well as cultural awareness training needed by the student. Observation as well as parent, teacher, and student interviews will help assess the student's familiarity with the American culture. Areas to consider are non-verbal communication, behaviors, participation in and knowledge of school, the community, and the labor market. A comparison of the student's culture and the dominant American culture will yield valuable insights into potential areas of conflict.

THE ILLINOIS MODEL: THE THREE LEVELS OF VOCATIONAL ASSESSMENT



LEVEL I

Cumulative Data Review
Career Interest Testing
Aptitude Testing
Ability Testing
Student Interview
Parent Interview
Teacher Interview
Informal Teacher Assessments
Student Observation

LEVEL II

Cumulative Data Review
Aptitude Testing
Career Interest Testing
Ability Testing
Student Interview
Parent Interview
Teacher Interview
Informal Teacher Assessments
Student Observation
Career Maturity Ratings
Job Readiness
Work Samples
Work-Related Behaviors
Learning Style Inventories

LEVEL III

Cumulative Data Review
Career Interest Testing
Aptitude Testing
Ability Testing
Student Interview
Parent Interview
Teacher Interview
Informal Teacher Assessments
Student Observation
Career Maturity Ratings
Job Readiness
Work Samples
Work-Related Behaviors
Learning Style Inventories
Simulated Job Station
Functional Living Skills
Production Work
Situational Assessment
Contracted Work

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THE THREE-LEVEL ASSESSMENT PROCESS

Level 1 Assessment:

The primary objectives for Level 1 vocational assessment activities include reviewing and compiling all pre-existing student information into a format that can be used for vocational planning; obtaining information regarding interests and abilities; and learning as much as possible about the student from the parents' and teachers' perspectives, as well as from the perspective of the student.

The purpose of gathering this type of information is to answer questions which will facilitate future vocational planning and career guidance activities, as well as questions related to the types of support services and curriculum modifications that might help to maximize the student's potential for success within a given course of study. For most special needs students, the type of information that can be compiled through Level 1 assessment activities will be sufficient to make an appropriate vocational placement and to provide prescriptive recommendations regarding the need for remediation, support services, and/or follow-up.

It should be noted that although the assessment of interests and basic skills (e.g., standardized tests of reading, writing, and math achievement) may be enough to fulfill the minimum requirements of the Carl D. Perkins assessment mandate, the appropriate placement of special needs students into vocational programs and the provision of support services needed for success is often dependent upon a more thorough assessment of motor and perceptual skills, work-related behaviors, motivation, and attitude. It is, therefore, imperative that if the assessment process is to provide meaningful information and not just meet the "letter of the law," every effort should be made to obtain as much information and answer as many questions as possible through the use of Level 1 assessment activities. Since a significant amount of information may already exist in the student's cumulative file, and the remainder of the activities can be completed by existing school personnel, the ability to incorporate Level 1 assessment into educational/vocational programming is much less complicated than it may initially appear. In view of the potential benefits to both students and instructional staff of knowing an individual's strengths, weaknesses, and learning style, it should prove well worth the effort to compile this information.

Level 2 Assessment:

Among the primary objectives for Level 2 assessment is to obtain more information about learning styles, values, career maturity, and job readiness than that provided during Level 1 activities. This can be accomplished through the use of formal and/or informal instruments specifically designed for these purposes. Level 2 assessment activities can also include the use of work samples and/or work evaluation systems; these allow for a more in-depth, hands-on, performance-based assessment of interests and abilities. This can prove particularly beneficial for those individuals who have difficulty identifying their interests and/or demonstrating their strengths on the less time-consuming paper-pencil tests and general ability/aptitude screening instruments most frequently used for Level 1 assessment.

In general, although it is important to assess an individual's learning style, values, maturity, and overall job readiness in order to facilitate appropriate career planning and placement activities, for most students this information can likely be obtained through the cumulative data review and the parent/teacher/student interviews that are done as part of a Level 1 assessment. Therefore, the use of special instruments may only be necessary for students who are new to the district and about whom little is known, or for those students where conflicting information exists and further clarification is desired.

Work samples and work evaluation systems may be used somewhat more frequently, particularly with those special needs students who have significant academic deficits or moderate to severe physical and/or mental handicaps. In order to more accurately assess abilities, rather than disabilities, such populations often need the additional time and hands-on testing mode that these types of instruments provide.

Educational diagnosticians, counselors, special needs coordinators, special education teachers, and school psychologists may assume responsibility for the assessment of learning style, values/temperament/personality factors, career maturity, and job readiness. It is strongly recommended, however, that a vocational assessment specialist, or at least a person trained in the use of the particular instrument(s) in question, have the responsibility of administering work samples and/or work evaluation systems.

Level 3 Assessment:

This level of assessment is generally only necessary when a student's mental abilities, physical abilities, and/or social-emotional development are so limited that potential for acquiring even the most basic survival and/or prevocational competencies is in question. The primary purpose of Level 3 assessment is often the need to determine an appropriate program placement from among such alternatives as day training, work activity, sheltered employment, and/or supported employment.

It should be noted, however, that situational assessment, which is a Level 3 assessment activity, is an approach that often proves useful with higher functioning students who would not typically be involved in Level 3 assessment. This is particularly true for those students who have experienced so much difficulty with past school and/or testing experiences that actual placement in a job or training program could prove a less threatening and, therefore, a more accurate means of assessing potential.

Other Level 3 activities include the assessment of functional living skills, as well as the use of job simulations, contract work, and production-oriented tasks to determine basic prevocational/vocational competencies and measure overall work speed/productivity. The assessment of functional skills can often be done by special education staff or special needs support personnel. However, the other activities, particularly the use of simulated, contract, and/or production work, are often difficult to provide within the traditional educational setting. For this reason, Level 3 assessment is sometimes conducted outside the school environment and is usually performed by trained assessment specialists.

DEFINITION OF TERMS FOR THE ILLINOIS MODEL: THE THREE-LEVEL VOCATIONAL ASSESSMENT PROCESS

Level 1 Assessment:

1. Cumulative Data Review

   The review of cumulative data involves the gathering of all existing information available on a student that may prove pertinent to the selection of an appropriate vocational placement. Examples of such information would include, but are not limited to, attendance records, transcript of courses, teacher observations, and, in the case of special education students, reports from recent psychological and/or medical evaluations and recent Individualized Education Plans (IEP) and Multidisciplinary Staffing (MDS) reports.

2. Career Interest Testing

   Career interest testing refers to the use of formal and/or informal activities designed to assess occupational preferences. While there are interest tests that are normed and have indexes of reliability and validity, interests are often assessed through the use of self-report inventories and checklists. Regardless of the type used, there are no right or wrong answers on interest tests. Their purpose is to obtain information about the types of things a person does and does not like to do.

3. Aptitude Testing

   The term "aptitude testing" refers to the assessment of an individual's capacity to acquire proficiency in an activity within a given amount of formal or informal training. Most aptitude tests focus on measuring general and/or multiple aptitudes; however, there are tests designed to measure specific aptitudes in areas such as mechanical comprehension and clerical perception.

4. Ability Testing

Abilities refer to the natural talent and/or acquired proficiency to perform a task. Within the context of the Illinois Assessment Model, the testing of abilities includes the use of instruments measuring achievement in reading, language, math, and other basic skills, such as the ability to tell time and handle money. Special tests measuring abilities in areas such as motor coordination, manual/finger dexterity, and tool usage also fall within this category.

5. Student Interview

The student interview refers to a question-and-answer session between the student and the individual compiling the assessment data. Some recommended areas to assess during this interview include the student's interests and leisure time activities; the types of work or chores performed at home; and information about any part-time or summer jobs the student may have held. It may also be beneficial to ask questions to determine the student's level of occupational knowledge and possible aspirations for the future. Finding out about the classes the student has enjoyed most in the past, and the teachers that were most and least liked, are other pieces of information that could facilitate future vocational planning. (See Sample Form B for student interview forms.)

6. Parent Interview

Interviewing parents involves obtaining information from their perspective regarding the strengths, limitations, and educational needs of their child. Some areas to focus on during this question-and-answer session would include the parents' aspirations for their child, both in high school and upon graduation, as well as what they consider to be their child's greatest strengths and limitations. The parents' perceptions of vocational training in general and the types of vocational areas they feel might prove most beneficial to their child might also be helpful, since this can often provide insight into the student's attitudes and motivations. (See Sample Form C for sample parent interview forms.)

7. Teacher Interview

This is a question-and-answer session conducted with the student's teacher in order to gather information relative to the student's functioning in the classroom. An area to be addressed during this interview would include the student's functioning in the cognitive domain, such as general learning ability, ability to follow directions, how well the student profits from experience and repetition, and problem-solving ability. Also useful would be information regarding the student's functioning within the affective domain, such as the student's coping skills, interpersonal relationship skills with peers and authority, self confidence, and the student's general attitude towards school. Work-related behaviors, such as motivation and initiative, organizational skills, attention span, concentration, appropriate conduct in the classroom, and persistence/frustration tolerance should also be addressed during this interview. In addition, information regarding the student's learning style would be helpful. For example, is the student a visual learner who does best with demonstrations and models; or an auditory learner who can benefit from classroom lectures? Does the student learn best one-on-one or within a group? Are hands-on learning experiences more beneficial than paper-pencil tasks? These are the types of questions that can likely be best answered by a teacher who has worked with the student in a classroom environment. (See Sample Form D for sample teacher interview forms.)

8. Informal Teacher Assessments

Not all assessment information is gathered through the use of formal standardized testing. Often, teachers have developed informal assessment instruments that they use within their classrooms to monitor a student's progress in meeting educational objectives. Among these informal instruments would be teacher-made tests and quizzes. The use of this information, as well as a review of any written observations that the teacher may have made regarding the student's performance in the classroom, could prove quite beneficial to future vocational program planning.

9. Student Observation

In addition to reviewing existing information, administering tests, and interviewing the student, parents, and teachers, it is important to get a first-hand look at the student's performance by observation in a classroom situation. Of particular benefit would be any opportunity to observe the student in a vocationally-oriented class, such as home economics or shop. Often, the behavioral observations you make when the student is in an academic classroom may not actually be representative of behaviors that student exhibits when in a classroom where the emphasis is more on hands-on learning activities. It is important to keep in mind that the entire purpose of the vocational assessment process is to gather information that may impact upon a student's ability to function successfully within a vocational program.

Level 2 Assessment:

1. Career Maturity Ratings

Career maturity ratings refer to instruments used to measure a student's attitudes, values, temperaments, and other personality factors that impact on the potential for mature career decision-making. The extent to which students have mastered fundamental career development principles and knowledge of occupational information are also areas assessed through the use of career maturity, career development, and career awareness/exploration instruments and activities.

2. Job Readiness

The assessment of job readiness usually relates to looking at a student's job-seeking skills, such as the ability to fill out a job application, write a resume, and respond appropriately in a job interview. Factors also considered in assessing job readiness include such job-keeping skills as attendance, punctuality, ability to relate to supervision, transportation needs, and banking and budgeting skills.

3. Work Samples

Work samples are samples of work, either real or simulated, that allow a student the opportunity to demonstrate acquired abilities through hands-on experiences rather than the use of paper-pencil tests. Work samples not only afford the student an opportunity to participate in actual work-related activities, they also provide the evaluator with an opportunity to observe such important worker characteristics as ability to follow directions, organizational skills, learning style, concentration and attention to detail, and frustration tolerance.

4. Work-Related Behaviors

Although information about a student's behavior can often be best obtained through observation, there are a variety of behavioral rating forms, adaptive behavior scales, behavior checklists, and inventories that can be used to facilitate a more systematic and objective approach to the observation and recording of behavior. In the vocational assessment process, it is not only important to identify those behaviors which could prove problematic, but also those which could facilitate more successful functioning within future training and/or employment situations.

Level 3 Assessment:

1. Simulated Job Station

   This term refers to the use of simulated work activities that relate to a specific job. Such simulations often prove useful with those students who have difficulty relating to the abstract nature of more conventional assessment methods, but whose current skill level would preclude the use of commercial career exploration activities and/or the use of situational assessment.

2. Functional Living Skills

   Functional living skills assessment involves examining those basic survival competencies necessary to function effectively in any independent living and/or community work environment. Included would be competencies in such areas as proper grooming and hygiene, basic health and safety, the ability to read basic street and survival signs, knowledge of and/or ability to use public transportation, money identification, and money handling skills.

3. Production Work

   In Level 3 of the vocational assessment continuum, the use of production work activities, such as packaging, sorting, collating, and simple assembly, is often more useful in the assessment of manipulative and perceptual skills than the use of standardized test instruments. Lower functioning students in particular often seem to be able to demonstrate their counting, discrimination, and/or motor skills much more readily when presented with hands-on work activities.

4. Contract Work

This term is typically used in reference to the production types of work tasks that sheltered workshops and/or work activity centers often contract to perform for business and industry. Persons are generally paid for performing contract work, although there are times when it is used for the purpose of assessment only. It should be noted that when contract work is used as a Level 3 assessment activity, it may relate not only to production work, but also to service, clerical, or other types of activities which might be used as part of an on-the-job assessment or supported employment experience.

5. Situational Assessment

Situational assessment refers to placement in an actual training and/or work setting for the express purpose of assessing an individual's interests and abilities. In order to be an effective method of gathering assessment information, situational assessment must go beyond mere career exploration activities to include structured criterion-based objectives upon which to evaluate a student's performance. (See Appendix B for a sample "Situational Assessment Checklist.")

METHODS OF COLLECTING ASSESSMENT INFORMATION

Although "testing" is the first thing that comes to mind when one thinks of assessment, it is important to remember that the use of standardized test instruments is only one means by which assessment questions can be answered. Since every instrument and/or method of collecting assessment information has its advantages and disadvantages, a multidimensional approach to information gathering usually provides the most realistic and objective profile of an individual's interests, abilities, and special learning needs.

Three methods for collecting information in the vocational assessment process include Curriculum-Based Assessment, Informal Assessment, and Formal Assessment. Each of these methods is briefly addressed in the following narrative. The primary focus of this manual, however, is to address the appropriateness of utilizing selected standardized test instruments with specific special needs populations. Subsequently, while a variety of methods for obtaining assessment information are discussed, the matrices include a review of only standardized instruments.

Curriculum-Based Assessment

Curriculum-based assessment, an approach that directly relates assessment information to instructional objectives, is designed to utilize some of the strengths and avoid some of the weaknesses of formal and informal assessment techniques.

Much of the criticism regarding formal, standardized testing is that it does not measure short-term gains, is not designed for frequent administration, does not relate to local curriculum, and is not useful for making instructional recommendations. This is particularly true of norm-referenced tests where the primary objective is to compare the performance of the individual to that of a norm group in order to determine the relative level of functioning.

Informal assessment, especially the use of self-report instruments, rating scales, and/or behavioral observations, is often viewed as subjective and of questionable validity/reliability.

Curriculum-based assessment involves the standardized observation and measurement of a student's abilities on tasks that directly relate to the content and performance objectives of specific course curricula. An individual's progress within a given class/training program can be assessed and monitored on a regular basis, with both student and teacher receiving continuous feedback on what has and has not been mastered. Criterion-referenced standards can be used to identify specific strengths and weaknesses in skill development. Local normative data can be collected if a comparison of performance levels among individual students within a given class/training program is desired. The greatest advantage to curriculum-based assessment is that achievement is measured often and is based on specific course curriculum.

Informal Assessment

Informal assessment involves less standardized methods of information collection. Reviewing cumulative records, interviewing, administration of teacher-made tests, and use of behavior rating scales, are all examples of informal assessment techniques. Classroom teachers, counselors, and other educational personnel are often involved in compiling this type of information. Instruments used in this type of assessment often involve self-report or subjective ratings, such as in the case of interest inventories and behavior checklists. Diagnostic reading, spelling, vocabulary, language, and math tests also qualify as informal assessment instruments, since they usually do not have rigid administration procedures, do not involve comparison to a norm group, are administered untimed, and are primarily designed to identify specific strengths and weaknesses in skill development.

Standardized tests that have been modified to accommodate physical and/or cognitive limitations, including altering the mode of instruction or allowing additional practice time, are also examples of informal assessment. Such modifications are often very necessary and appropriate in the assessment of special populations, since standard administration procedures often present problems for handicapped, disadvantaged, and/or limited-English-proficient students. Modifying tests to accommodate special learning needs often results in information that is more valid and useful for program planning.

The primary advantages of informal assessment methods are their ability to relate directly to instructional programs (e.g., teacher-made tests), the capacity to accommodate individual learning styles and needs, the ability to obtain information from a variety of sources and perspectives, and the ability to customize the assessment to answer questions specific to individual students. Their purpose is more directly related to the identification of strengths and weaknesses, and the use of this information in the development of future instructional and career guidance objectives.

Disadvantages to informal assessment relate primarily to its usefulness in making educational placement decisions. For example, in order to determine eligibility for special education and special needs programs, standardized testing procedures and a comparison to a norm population of same age/grade level students are often the criteria used. The results obtained from formal assessment instruments are considered to be more precise and quantitative for this purpose.

Formal Assessment

This type of assessment generally involves the use of standardized instruments such as achievement tests, intelligence tests, aptitude tests, personality tests, dexterity tests, interest inventories, and/or certain types of work sample and work evaluation systems. The criteria often associated with formal assessment instruments include the following:

1. Standardized directions for administration and scoring
2. Validity and reliability studies
3. Norm populations against which to compare an individual's performance on norm-referenced instruments
4. Clearly identified and agreed upon standards against which to compare an individual's performance on criterion-referenced instruments
5. A theoretical/research base of knowledge (Career Assessment Instrument Resource Guide, n.d.)

There are advantages to formal assessment methods, particularly the use of standardized, norm-referenced tests, that make them widely utilized in the educational setting. Among the advantages of these types of instruments is the fact that they can often be given in group settings and scored by machine, which makes them relatively quick, easy, and inexpensive to administer. They also allow for a comparison of performance between students of similar age and/or grade placement, which is often the type of information needed to determine programming needs and/or eligibility for special services. Criterion-referenced test instruments compare a student's performance to a set of established criteria. Since they identify both competencies and deficits in the areas assessed, they have the advantage of providing information in a form useful for making prescriptive recommendations.

One of the primary areas of concern regarding the use of formal assessment methods, especially with handicapped, disadvantaged, and limited-English-proficient students, is the fact that standardized administration procedures often make it difficult, if not impossible, to accommodate individual needs within the testing situation. This is of particular concern on norm-referenced tests, since any deviation from standard administration makes comparison to the performance of a norm population questionable at best. Group testing procedures, which are frequently used in the administration of formal assessment instruments, can also present problems for special needs students. Because of difficulties with comprehension of instructions, distractability, and lack of attention to detail, the scores on such tests are often rendered invalid. Rather than providing a measure of the student's abilities, they may only reflect problems related to the mode of testing.

GENERAL GUIDELINES FOR INSTRUMENT SELECTION

When selecting instruments for use in the collection of assessment information, it is important to know as much as possible about both the needs of the students and the strengths/weaknesses of the test(s) under consideration. There is little point to using instruments that will only duplicate existing information, or instruments which cannot provide relevant answers to the assessment questions identified. For example, why give a standardized achievement test that only reports a percentile score for reading, if what is really needed is a breakdown of specific competencies and deficits in order to provide recommendations for remediation and/or academic support services?

To assist in the determination of which instruments to use, when to use them, and their appropriateness for use with special populations, the following guidelines are offered:

1. Review existing information to determine what is already known about a student and what questions still need to be answered. Of particular importance in selecting appropriate assessment instruments would be information regarding age, grade level, disability, current academic achievement level (unless that is what the test is to measure), native language proficiency of LEP students, and any previously identified strengths/limitations that may impact on test-taking ability.

2. Identify specific questions to be answered and/or information to be obtained during the assessment process. In this way, when considering the use of a particular instrument, you can review its intended purpose, target population, mode of instruction, content difficulty, and method of reporting scores to determine if it has the capability to provide the necessary answers/information.

3. Repeat assessment that will duplicate existing information only if further confirmation and/or documentation is needed. Also, whenever possible, try to use a different instrument designed to measure the same factors. In doing this, even if the results are the same, the fact that the information came from more than one source will provide further substantiation.

4. Make sure instruments selected are within your level of competence to administer and interpret. If not, either investigate the feasibility of obtaining training and pursue such training, or use a different instrument. People not properly trained may invalidate results through improper administration techniques, or may not be familiar with modification techniques that could be used to accommodate special learning needs. Failure to accurately interpret test results is also a common problem associated with inadequate training.

5. If a norm-referenced test is being considered, it is important to review the norming populations represented to determine which, if any, would be appropriate to use. Factors to take into consideration include the ages, grade levels, gender, ethnic background, geographic area, socioeconomic class, and/or handicapping conditions represented by members of the norm group.

   Norm populations are appropriate when the background of the student is similar to that of persons in the norm sample and/or when the norm group is representative of the types of people against whom the student would be competing in future training or employment situations.

   The size of the norm sample is also important. For example, group tests of intelligence and/or achievement should have thousands of people in the norming population, with hundreds at each age level. Instruments designed for individual administration may be considered to have adequate norms with only 100-200 people in each age group. (Career Assessment Instrument Resource Guide, n.d.)

6. If standardized instruments are used to formally assess competencies in a given area, it is important to know the purpose for which the test was intended and to use it only for that purpose. This means that if used as a formal assessment instrument, the test should not be changed or instructions modified in any way. If using the instrument for reasons other than its intended purpose, or if it is necessary to alter the administration procedures

in any way, the results can only be considered an informal assessment.

7. Try to select instruments that assess a student's abilities, rather than their disabilities. For example, if it is known that a student has perceptual-motor deficits, it might be best to either avoid or modify tests that require responses to be recorded on computerized score sheets. If the student has problems with visual tracking and/or eye-hand coordination, its quite possible that they might know the correct answer, but record it in the wrong column on the score sheet.

   The importance of testing abilities and not disabilities is also reflected by the PL 94-142 mandate for testing persons in their dominant language, whether that is Spanish, American sign language, or any other language (U.S. Government, August 23, 1979).

8. When there is more than one instrument capable of providing the information needed and several appear to have comparable validity/reliability, its usually best to choose the one that appears easiest to administer and requires the least amount of time to complete.

Additional Guidelines for Testing Special Populations

The following guidelines are by no means intended to be all inclusive. They only provide illustrations of some of the accommodations/modifications that might be necessary when testing special populations.

1. When testing competencies in any area other than reading, determine the level of reading comprehension necessary to understand the test questions and/or to follow the written directions. If it is determined that the comprehension level is above that possessed by the student, either put the questions/directions on cassette tape or have them read aloud. If it is believed that the language level of the questions/directions is also too advanced for the student to comprehend, consider administering the instrument as an informal assessment tool and explain

the questions/directions in simpler, more concrete language.

For the limited-English-proficient student, consider adjusting the time constraints to adapt for the language barrier, or consider translating the test instructions. A caution must be given, however, because further translation or modification may invalidate the test results. To thoroughly address the needs of the LEP student, a bilingual/bicultural individual should assist with the test selection, modification, administration, and interpretation.

2. When testing for aptitudes, abilities, and interests of LEP students, one should identify instruments or techniques that 1) are in the student's native language; 2) are adapted to second language learners; or 3) are multisensory and do not rely on extensive aural or reading skills in English. This should be done to avoid the pitfall of testing the LEP student's vocabulary, English, and reading ability instead of the areas being assessed. Several assessment tools have been translated into Spanish; however, few are available for other language groups. Any testing instrument should also be evaluated for cultural bias. (See Appendix C for a sample "Cultural Appropriateness Rating Criteria.")

3. When testing students who have developed a negative attitude toward school due to academic deficits or previous failure experiences, consider the use of hands-on performance-based assessment activities that are work rather than school-related.

4. When testing students known to have difficulty concentrating and attending to a task for long periods of time, it may be advisable to administer very lengthy tests over several sessions, rather than all at once. It may also prove beneficial to administer tests individually or in small group settings.

5. When students have physical disabilities that limit the use of upper extremities (arms, hands, fingers), it may be necessary to provide assistance in recording answers on score sheets for paper-pencil tests. Also the use of adap-

tive devices and/or modifications in administration procedures will likely be necessary on performance-based tests. Standard administration of these types of instruments often only reveals problems that result from the disability, rather than providing an assessment of potential ability.

6. When testing hearing impaired individuals, determine the extent of hearing loss in functional terms so that accommodation can be made in the method of instruction. For example, stand on the person's right side if that individual hears best with that ear; and look directly at the person when speaking if that individual can read lips.

   For deaf students, provide instructions and/or translate questions into sign language if the individual uses this method of communication. If the student is not proficient in sign language and/or has low level reading skills, use demonstrations and visual models whenever possible.

7. When using paper-pencil tests with visually impaired students, consideration should be given to transferring written information into a large-print format whenever feasible. This is not always possible with tests using, or specifically measuring perceptual/discrimination skills.

   For totally blind individuals who can read braille, certain paper-pencil tests might potentially be translated into braille. This is not always a realistic or appropriate modification, however. Such a decision would have to be made by a person familiar with both the functioning level of the student and the content of the test.

   The use of performance-based instruments with visually impaired/blind individuals will usually require additional time for orientation and practice, as well as the possible modification of how certain tasks are performed.

   For additional information regarding the use of test modifications, the following is a resource that might prove helpful: Testing and Test Modification in Vocational Evaluation, by Karl F. Botterbusch and Nancy Michael, 1985.

INTRODUCTION TO THE ASSESSMENT INSTRUMENT MATRICES

Included in this section of the manual are matrices that identify various types of instruments that might be used in the vocational assessment process. Also provided is pertinent information regarding age/grade appropriateness, length of time required, method of reporting scores, potential for group administration, and usefulness with special needs populations.

Included in Appendix D are the names and publishers of all the instruments cited in the matrices. The names and addresses of these publishers are included in Appendix E.

It should be noted that details considered pertinent sometimes varied with the purpose of the instrument, therefore, not all the matrices are identical. For example, whether scores were reported in grade level form was only important for instruments measuring basic skills. This is because scoring two (2) grade levels below actual grade placement in reading, English, or math skills is the criteria used by the Illinois State Board of Education/Department of Adult, Vocational, and Technical Education (ISBE/DAVTE) (1987) to determine eligibility for classification as "academically disadvantaged." In addition, on the matrix that lists interest inventories, a breakdown of their appropriateness for use with handicapped, disadvantaged, and limited-English-proficient populations is not included. The reason for this is the fact that with both reading and nonreading interest inventories, the information reviewed indicated that the special needs of almost any individual could be accommodated. Some points to consider in selecting appropriate interest instruments for special populations are discussed in the introduction to the interest matrix, as well as in the "Additional Information" section of the matrix itself.

A final comment that relates to all of the instrument matrices presented in this manual is that **inclusion of instruments on a given matrix does not signify an endorsement, nor does the absence of any instrument imply that it is unacceptable.** In selecting instruments for inclusion in this manual, an effort was made to identify tests which had been reviewed by at least three (3) different resources. There are some tests that did not meet this criteria, but if they were known to be in use in Illinois, had been reviewed in at least one resource, and were reported to have some utility with special needs populations, they also were included. Note: The authors of this manual made every effort to ensure that the information on the matrices is accurate. However, because other authors' reviews of the instruments were utilized to determine the content of the matrices, it is suggested that this manual serve only as an initial guideline for instrument selection and use.

Since all instruments have their advantages and disadvantages, and since they vary significantly in their appropriateness for special populations, persons responsible for instrument selection are cautioned to review any and all instruments carefully before deciding to use them with students. Some basic guidelines for instrument review and selection are included on pages 39-43 of this manual.

Limited information regarding assessment instruments has been provided on the matrices. The following resources provide more detailed information on the instruments cited in the matrices section:

Botterbusch, K. F. (1976). *Use of psychological tests with individuals who are severely disabled.* Menomonie, WI: Materials Development Center, University of Wisconsin-Stout.

Botterbusch, K. F. (1987). *Vocational assessment and evaluation systems: A comparison.* Menomonie, WI: Materials Development Center, University of Wisconsin-Stout.

Botterbusch, K. F., & Michael, N. (1985). *Psychological testing in vocational evaluation*, revised edition. Menomonie, WI: Materials Development Center, University of Wisconsin-Stout.

Botterbusch, K. F., & Michael, N. (1985). *Testing and test modification in vocational evaluation.* Menomonie, WI: Materials Development Center, University of Wisconsin-Stout.

DeStefano, L., Linn, R., & Markward, M. (1987). *Review of student assessment instruments and practices* (revised). Champaign: University of Illinois.

Flanagan, M., Boyer-Stephens, A., Maxam, S., Hughey, J., & Alff, M. *Career assessment instrument resource guide: A manual for assessing vocational special needs students.* Columbia: University of Missouri.

Thams, G., & Hayes, P. (1986). *Career exploration and vocational assessment for handicapped and special needs persons.* Pontiac, MI: Oakland Schools.

KEY TO MATRIX CODES

Y	**Yes**, the instrument can be used appropriately with the designated population if it has been determined that the information needed about the individual is consistent with that measured by the instrument.
N	**No**, the instrument is not recommended for use with this population. This could be because of the difficulty level of the items/activities, the format of the test (e.g., auditory or visual), and the target group for whom the test was intended. It should be noted that an "N" only appears when the references reviewed suggest that the instrument should not be modified, or that it would be difficult/impossible to modify for the needs of the designated population.
C	This code, which means **with caution**, is used to indicate that the instrument may be appropriate for use with some, but not all students within the designated population group. A "C" suggests that the strengths, limitations, and special needs of the student, as well as the format and content of the test, be thoroughly reviewed prior to administration. The guidelines for instrument selection outlined on pages 39-43 of this manual, along with information already known about the student, can help in determining not only whether the instrument should be used, but also if it can be used in its present form or would need modification.
M	This code indicates that the instrument could be used appropriately with the designated population if it were **modified to accommodate special needs**. For example, instructions translated into native language for limited-English-proficient students or into sign language for the deaf; written information presented in large print or braille for the visually impaired/blind; instructions simplified and additional time allowed for mentally handicapped students; and written directions put on tape or supplementing verbal instructions with demonstrations for the learning disabled.

Multiple Codes

Some instruments have been coded with both a "C" and an "M." This indicates that, although modifications in administration may enable the test to be used appropriately with some individuals in the designated population, it still may not be appropriate for all who fall into that category. Caution and a careful review of both the student needs and the test content should preclude administration, modification, and/or interpretation of the instrument. One example of the use of multiple codes would be a case where the language level of a test is so high that even if instructions were translated, signed, or simplified, it may not be appropriate for use with all limited-English-proficient, deaf, or mentally handicapped students.

INTRODUCTION TO THE INTEREST MATRIX

Occupational interests can be somewhat difficult to measure, particularly in an adolescent population where aspirations are frequently based on unrealistic perceptions, as well as being subject to constant change. It becomes even more of a challenge with special needs students, since these individuals have often had minimal exposure to occupational information and few experiences upon which to base decisions about preferred activities. For this reason, it is suggested that before attempting to assess interests, students be provided opportunities to learn about different types of work through the use of field trips, audiovisual materials, guest speakers, and classroom activities.

There are three methods of obtaining information about a person's interests. Since each has its advantages and disadvantages, it is recommended that all three methods be employed when attempting to assess the interests of special needs students.

1. **Expressed Interests**

   Students sometimes have ideas about the types of work they might like to do in the future. Although these may be based on faulty knowledge of the job duties/requirements, and could change from one day to the next, it is still important to ask the student about interests. If an individual does not indicate any preferences, which can often be the case with students who have limited awareness of the world of work, the assessment of interests may have to rely on information obtained by the remaining two methods.

2. **Manifest Interests**

   This relates to the types of things a student chooses to do when allowed to select from a variety of different types of activities, as well as what is done during the student's free time. Manifest interests are usually determined through observation, although information can also be obtained by asking questions about hobbies and extracurricular/leisure time activities.

3. Measured Interests

Interest inventories and/or surveys have no right or wrong answers. Students are asked to choose between different types of activities, sometimes just indicating those they would prefer and other times being asked to rate "most liked" and "least liked." Since interest instruments involve self-report, they should be treated more as subjective ratings, rather than test data.

It has been noted that the information obtained from interest inventories can be easily slanted. Reasons include a desire to appear interested in activities that are perceived as being more acceptable or prestigious, as well as apprehension over revealing a preference for activities that seem above or below one's capabilities. For this reason, it has been suggested that validity and reliability of interest inventory results should never be assumed (Thorndike and Hagen, 1977). Results are usually most reliable when students have a genuine desire to learn more about their interests and, therefore, put forth an effort to respond as honestly as possible.

When selecting interest inventories for use with special needs students, there are some important factors to consider. Since many inventories require reading descriptions of various work activities, these may not be appropriate for use with persons identified as having limited reading skills. Similarly, interest instruments using an audiovisual format might be difficult for a limited-English-proficient student because of the vocabulary or syntax used. Although there are several picture interest inventories available for use with nonreaders, the fact that some use drawings of work activities rather than actual photographs could prove problematic for individuals with perceptual deficits or limited abstract reasoning skills. Persons from a non-dominant culture may also have difficulty identifying illustrations of items or situations unavailable in the student's native culture. In addition, if an interest inventory has been specifically developed for use with a particular population, such as educable mentally handicapped or learning disabled, it may not be appropriate for use with academically disadvantaged and limited-English-proficient students. It should also be noted that a review of all the references used in compiling this manual suggests that there are no formal interest inventories designed for use in assessing the interests of trainable, severe, and or profoundly mentally handicapped individuals. With these populations, an informal assessment of interests through the use of behavioral observations may be necessary.

A final consideration in the selection of interest inventories relates to the types of occupations being targeted. Although the majority of inventories attempt to measure a broad range of interests, some focus primarily on vocational-technical occupations requiring up to two years of training. Others target professional occupations requiring a minimum of a four-year college degree. A decision as to which type of interest inventory to use will depend upon the level of the student and the nature of the secondary/post-secondary placement options to be explored.

INTEREST

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	OCCUPATIONS TARGETED			Reading Required (Grade Level) (If reported)	No Reading Required	ADDITIONAL INFORMATION
					General (Includes both Voc-Tech and professional occupations)	Voc-Tech (Up to 2 yrs. of training)	Professional (Minimum of 4 yr. college degree)			
APTICOM Occupational Interest Inventory	9th grade -Adult	up to 4 X	X	20 min.	X			X 4th grade		Uses dedicated computerized terminal developed for Apticom Aptitude Battery. Available in English and Spanish versions
California Occupational Preference System	9th grade -Adult	X	X	30-40 min.	X			X Estimated 8th grade		Technical and Professional Occupations targeted-few entry-level or semi-skilled jobs included
California Occupational Preference System II	6th-8th grade	X	X	30 min.	X			X		
Career Assessment Inventory	8th grade -Adult	X	X	20-25 min.		X		X 6th grade +		
Career Assessment Survey Exploration (CASE)	7th grade -Adult	X	X	35 min.	X				X	Filmstrip and audio cassette format
Career Guidance Inventory	7th grade -Adult	X	X	Varies; can take up to 2 hrs.		X		X		
Geist Picture Interest Inventory/Revised	8th grade -Adult	X	X	30-50 min.	X				X	Pictorial format (drawings, not photographs), available in Spanish
GOE Interest Survey	8th grade -Adult	X	X	30 min.	X				X	Slides and audio cassette
Gordon Occupational Checklist II	8th grade -Adult	X	X	20-25 min.		X		X		
Harrington-O'Shea System for Career Decision-making	7th grade -Adult	X	X	40 min.	X			X 7th grade		Available in Spanish
Interest Based Career Decision (IBCD)	8th grade -Adult	X	X	30-45 min.	X		X		X	Picture inventory, audio visual, plus book format
Interest Determination & Exploration System (IDEAS) Survey	6th -12th grade	X	X	30-40 min.	X			X 6th grade		
Jackson Vocational Interest Survey	9th grade -Adult	X	X	60 min.			X	X 7th grade		Targeted to students planning to attend college
Kuder General Interest Survey-Form E	6-8th grade & 9-12th grade	X	X	40-50 min.	X			X 6th grade		

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INTEREST

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	OCCUPATIONS TARGETED			Reading Required (Grade Level) (if reported)	No Reading Required	ADDITIONAL INFORMATION
					General (Includes both Voc-Tech and professional occupations)	Voc-Tech (Up to 2 yrs. of training)	Professional (Minimum of 4 yr. college degree)			
Kuder Occupational Interest Survey Form --DD	10th grade -Adult	X	X	30-40 min.			X	X 6th grade		Targeted to students planning to attend college. Available in Spanish and Vietnamese
Kuder Preference Record--Vocational (Kuder C)--(Kuder E)	9th-12th grade -Adult	X	X	30-60 min.	X			X 9th grade		
Minnesota Vocational Interest Inventory	9th grade -Adult	X	X	45 min.		X		X Approx. 6th grade		
Occupational Aptitude Survey and Interest Schedule (OASIS)	8th-12th grade	X	X	30 min.	X			X		Interest component of the Occupational Aptitude Survey and Interest Schedule (OASIS)
Ohio Vocational Interest Survey	8th grade -Adult	X	X	60-90 min.	X			X Approx. 6th grade	X	
Picture Interest and Exploration Survey	7th-12th grade	X	X	40-50 min.	X				X	Slides and audio cassette format
Pictorial Inventory of Careers--Vocational	9th grade -Adult	X	X	20 min.		X			X	Filmstrip and audio cassette format
PRG Interest Inventory for the Blind	8th-12th grade	X	X	60 min.	X				X	Designed for and normed on blind & visual impaired populations. Appropriate for use w/these populations only.
Reading-Free Vocational Interest Inventory/Revised	9th grade -Adult	X	X	20 min.		X			X	Designed for and normed on educable mentally handicapped students at the high school level--also has norms for learning disabled students
Self-Directed Search (Holland)	9th grade -Adult	X	X	40-50 min.				X		Spanish & Vietnamese versions available--targeted to those needing minimal vocational assistance
Strong-Campbell Interest Inventory	8th grade -Adult	X	X	30-60 min.			X	X 8th grade		Targeted to students planning to attend college
USES Interest Inventory II	10th grade -Adult	X	X	25-30 min.	X			X		U.S. Employment Service Interest Inventory ; norm group included Black, Hispanic, American Indian, and Oriental
Vocational Interest Inventory	11th-12th grade	X	X	20 min.			X	X 10th grade		Targeted to students planning to attend college
Voc-Ties	8th-10th grade	X	X	20-30 min.		X School-based Train. progr.			X	May be customized to represent actual training programs available at a particular school--audio visual format

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INTEREST

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	OCCUPATIONS TARGETED			Reading Required (Grade Level) (if reported)	No Reading Required	ADDITIONAL INFORMATION
					General (Includes both Voc-Tech and professional occupations)	**Voc-Tech** (Up to 2 yrs. of training)	**Professional** (Minimum of 4 yr. college degree)			
VRI Interest Inventory	8th grade -Adult	X	X	15-20 min.	X			X 4th grade		Hispanic version available; paper/pencil & software versions available
Wide Range Interest and Opinion Test (WRIOT)	7th grade -Adult	X	X	40-60 min.	X				X	Pictorial format (drawings, not photographs)

INTRODUCTION TO THE BASIC SKILLS MATRICES

The following matrices include instruments designed to measure achievement levels and/or competencies in the areas of reading, writing, spelling, language development, and math. Also included on the general matrix are some instruments measuring achievement in such areas as independent living skills and study skills. Achievement tests provide a measure of the extent to which a student has "achieved" or learned information.

Standardized norm-referenced achievement tests usually result in a grade-level or age-range score. This allows for comparison between the achievement levels of same age/grade students. Such information is sometimes used to help identify those students in need of remediation or special support services. For example, scoring two grade levels below actual grade placement has been identified by the Illinois State Board of Education/Department of Adult, Vocational, and Technical Education (1987) as one of the criteria for determining eligibility for classification as academically disadvantaged.

Criterion-referenced and competency-based academic achievement tests identify specific academic strengths and deficits, rather than comparing a student's performance to that of a norm group. This information is often far more useful in vocational assessment, since it provides information in functional terms as to what the student does and does not currently know. This information can then be used to develop prescriptive recommendations as to the types of remediation, curriculum modification, or special support services that may be needed in the future.

The basic skills matrices are broken into four categories:

1. Basic Skills--General

   This matrix consists of achievement tests which measure academic abilities in more than one area. Often such instruments are referred to as multiple achievement tests or achievement batteries.

2. Basic Skills--Reading

This matrix lists tests designed specifically to measure achievement in areas related to reading (vocabulary, word recognition, and comprehension).

3. Basic Skills--Language (Expressive and Receptive) and Basic Skills--English-as-a-Second Language

These matrices include tests which measure different aspects of oral or written language skills. The instruments on the Basic Skills--Language matrix can be used with the general population. The instruments found in the Basic Skills--English-as-a-Second Language matrix are specifically designed for use with limited-English-proficient populations.

4. Basic Skills--Math

This matrix consists of instruments specifically measuring math skills.

BASIC SKILLS

GENERAL

KEY
Y=Yes
N=No
C=with caution
M=If modified to accommodate special needs

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS:																	REPORTING OF SCORES				ADDITIONAL INFORMATION
					HANDICAPPED															DISADV.						
					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand.	Disadvant.	LEP	Stanine	Percentile	Grade Equiv.	Stand. Scores	
Basic Academic Skills for Employment (Reading, l language, writing, and math) (BASE)	8th grade -Adult		X	Variable by job	Y	Y	Y	N	N	M	M	Y	C M	N	N	Y	Y	C	C	Y	C		X	By job	X	Computer based and is anchored to 12,000 jobs. Provides pre-test, prescription instruction, and post-test.
Brigance Comprehensive Inventory of Basic Skills (Reading, listening, spelling, math, etc.)	Grades K-9		X	Not found in resource information.	Y	Y	Y	C	N	M	C M	Y	C M	C M	N	Y	Y	C	C	Y	C					Criterion-referenced test--*English & Spanish versions available--score reported as number correct
Brigance Diagnostic Inventory of Essential Skills (Reading, language arts, math, and life skills)	Grades 4-12		X	Some tests timd Sev. test. sess. & many hrs. required.	*C	*C	Y	Y	C	M	*C M	Y	*C M	C M	N	*C	*C	*C	*C	*C	*C					Criterion-referenced test-*Target populations--Special Needs students who have basic survival skills as their primary educational goal--Eng. & Span. vers. available
California Achievement Test--(Reading, language, math) science, & social studies)	Level 4: 6-9 grade Level 5: 9-12 grade	X	X	198 min. in 3 sess. 207 min. in 3 sess.	Y	Y	Y	C M	N	M	C M	Y	C M	N	N	Y	Y	C	C	Y	C *M	X	X	X		*For some groups, departures from time limits would produce more meaningful scores.
Comprehensive Test of Basic Skills (Reading, language, math, spelling, reference skills, Forms U & V	Level 3: 6.5-8.9 grade Level 4: 8.5-12.9 grade	X	X	102-313 min.	Y	Y	Y	C M	N	M	C M	Y	C M	N	N	Y	Y	C	C	Y	*C M	X	X	X		*Only Levels 1 &2 and reading/spelling/math sections reviewed for LEP. Level 3 available in English & Spanish; Level 4 in English only--useful for district-wide grp. achievement testing
Iowa Tests of Basic Skills -- 1986 (Vocabulary , reading, language, word study, and math skills)	Grades 3-9	X	X	Each grade level 5 hrs., 15 min. (4 sittings)	Y	Y	Y	C M	N	M	C M	Y	C M	M	N	Y	Y	C	C	Y	C		X	X		

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BASIC SKILLS

GENERAL

KEY

Y=Yes
N=No
C=with caution
M=If modified to accommodate special needs

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS:																	REPORTING OF SCORES				ADDITIONAL INFORMATION
					HANDICAPPED															DISADV.						
					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand.	Disadvant.	LEP	Stanine	Percentile	Grade Equiv.	Stand. Scores	
Kaufman Test of Educational Achievement	Grades 1-12		X	KTE brief form --30 min. compreh. form gr. 4-12, 60-75 min.	Y	Y	Y	C M	N	M	C M	Y	C M	C M	N	Y	Y	C	C	Y	N	X	X		X	K-TEA age-based norms can be used in learning disabilities assessments to meet the requirements of P.L. 94-142.
Metropolitan Achievement Test--6th Edition Survey Battery (Reading, math, language, science, social studies)	K-12th grade	X	X	Varies per level from l02-269 min.	Y	Y	Y	C M	N	M	C M	Y	C M	N	N	Y	Y	C	C	Y	C		X	X	X	Criterion-referenced as well as Norm-referenced scores *Target population--potential college bound students
P--ACT +	10th grade & up	X	X	115 min.	Y C	Y	*C	N	N	M	C M	Y	C M	N	N	Y	Y	C	C	*C	*C		X			Practice test for A.C.T.--designed for use with 10th graders
Peabody Individual Achievement Test (Math, reading recognition, reading comprehension, spelling , and general information)	K-12th grade		X	40 min.	Y	Y	Y	C M	N	M	C M	Y	C M	N	N	Y	Y	C	C	Y	C		X	X	X	*Target population reported as "general, cerebral palsy and psychiatric populations" (Botterbusch, K. , & Michael, N.--1985)
Stanford Achievement Test Series--(Reading, math, listening)	1.5-9.5 grade	X	X	Grades 7.0-9.5 315 min. in 9 sessions	Y	Y	Y	C M	N	M	C M		C M	N	N	Y	Y	C	C	Y	C	X	X	X	X	Norm & Objective referenced *Special Edition for Blind and Deaf--reportedly attempts have been made to make the tests acceptable to representation of minority group interests
Stanford Test of Academic Skills (Stanford Task--First Edition)	Grades 8-10, 11-12, 13	X	X	120-140 min. 3 sessions	Y	Y	Y	C M	N	M	C M	Y Y	C M	N	N	Y	Y	C	C	Y	C	X	X	X		

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BASIC SKILLS
GENERAL

KEY Y=Yes N=No C=with caution M=if modified to accommodate special needs INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS:																	REPORTING OF SCORES				ADDITIONAL INFORMATION
					HANDICAPPED															DISADV.						
					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand.	Disadvant.	LEP	Stanine	Percentile	Grade Equiv.	Stand. Scores	
Wide Range Achievement Test--Revised--Level 2	Ages 12 and above	*X	X	20-30 min. (10 min. per sub-test)	Y	Y	Y	C	N	M	C M	C word rec.	C M	M	N	Y	Y	C	C	Y	C		X	X	X	Large Print Test Available--*Reading (word recognition) must be administered indiv.--math & spelling can be group or individually administered
Woodcock-Johnson Psycho-Educational Battery (Reading, spelling, arithmetic)	Preschool -Adult		X	Part I 60-90 min. Part II 30-45 min. Part III 15-30 min.	Y	Y	Y	C M	N	M	C M	Y	C M	N	N	Y	Y	C	C	Y	C		X		X	*Available in Spanish

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BASIC SKILLS
READING

KEY Y=Yes N=No C=with caution M=If modified to accommodate special needs INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS:																	REPORTING OF SCORES				ADDITIONAL INFORMATION
					HANDICAPPED															DISADV.						
					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand	Disadvant.	LEP	Stanine	Percentile	Grade Equiv.	Stand Scores	
Diagnostic Reading Scales	Grades 1.0-8.5		X	Not reported	Y	Y	Y	C	N	M	M	Y	M	M	N	Y	Y	C	C	Y	C			X		Tests reading strengths and weaknesses
Gates-MacGinitie Reading Test: Survey F	Grades 10-12	X	X	50-60 min.	Y	Y	C	N	N	M	M	Y	M	M	N	Y	Y	C	C	Y	C		X		X	Can be used to identify those students who would benefit from remedial or accelerated programs
Nelson-Denny Reading Skills Forms C & D	Secondary Education, College, and Adult	X	X	35 min.	Y	Y	C	N	N	M	C M	Y	M	M	N	Y	Y	C	C	Y	*C		X	X	X	Overall reading progress--strengths, weaknesses, and special needs -*Difficulty level and academic orientation of test items suggest possible bias toward people with middle class background
SRA Reading Index	14 yrs.-Adult	X	X	25 min.	Y	Y	Y	C	N	M	M	Y	M	M	N	Y	Y	C	C	Y	C		X			Reportedly best used as a screening for entry-level jobs & training progr. where basic skills are too low to be reliably evaluated by typical selection tests--Norms for Special Ed. & Industry
Stanford Diagnostic Reading Test	1.3-3.5 Grade 2.2-5.5 Grade 4.5-9.5 Grade 9-13 Grade	X	X	Varies by level 113-165 minutes reported	Y	Y	Y	C	N	M	M	Y	M	M	N	Y	Y	C	C	Y	C	X	X	X		Content - references scores includes raw scores and progress indicators. Reported to provide useful information to teachers without special training in diagnosis and remediation.
Test of Reading Comprehension (TORC)	Ages 6-17 (Grades 1-8)		X	Not provided	Y	Y	Y	C	N	M	M	Y	M	M	N	Y	Y	C	C	Y	C			X		
Woodcock Reading Mastery Tests	Grades K-12		X	30-45 min.	Y	Y	Y	C	N	M	M	Y	M	M	N	Y	Y	C	C	Y	C		X	X	X	

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BASIC SKILLS
LANGUAGE
(Expressive & Receptive)

KEY
Y=Yes
N=No
C=with caution
M=If modified to accommodate special needs

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS:																	REPORTING OF SCORES				ADDITIONAL INFORMATION
					HANDICAPPED															DISADV.						
					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand.	Disadvant.	LEP	Stanine	Percentile	Grade Equiv.	Raw Score	
Clinical Evaluation of Language Functions (CELF)	Grades K-12		X	20 min. per Test-Entire Battery 1-2 hrs.	Y	C	Y	C	N	M	N	Y	M	N	N	Y	Y	C	C	Y	Y		X			Test uses audio-tape and picture manual-adaptability for use with visually and/or hearing impaired populations not reported in reference materials;
Peabody Picture Vocabulary Test	2.5 to 18 yrs.		X	10-15 min. (untimed)	Y	Y	Y	Y	M	M	M	Y	C	N	N	Y	Y	C	C	Y	Y		X		X	Design. to be used w/people who cannot read or write. Wide range of items useful for testing range of intell. thru hearing voc. Can be used w/ most handi. & disadv. pop. Avail. in Spanish
SRA Verbal Form (*Estimated 8th grade reading level required)	Grades 7-16 and Adult	X	X	15 min.	*C	*C	*C	N	N	C M	*C M	Y	*C M	N	N	Y	Y	*C	*C	*C	*C		X			*One review noted this test is not intended to be culture-fair or culture free, since designed to be used in educational and/or job situations where traditional academic standards apply.
Test of Adolescent Language	Grades 6-12		X	60-180 min.	Y	Y	C	C	N	M	C M	Y	M	N	N	Y	Y	C	C	Y	Y	Norm Referenced "Adolescent Language Quotient"				Purposes: 1. Identify students significantly below their peers in language ability 2. Determine language strengths & weaknesses individual students might have 3. Document progress of Special Intervention Programs
Test of Written Language (TOWL)	Grades 3-12	X	X	40 min.	Y	Y	C	C	N	M	M	Y	M	N	N	Use of hands C	Y	C	C	Y	C		X		X	Inclusion of handicapped & disadvantaged students not noted in norming sample. However, test is reportedly used frequently in Spec. Ed. as part of an assessment battery, since research is cited which points to ability of test to differentiate between learning disabled and nondisabled students
Test of Written Spelling	Grades 1-12 Regular and Special Students	X	X	20-40 min.	Y	Y	Y	C	N	M	M	Y	M	M	N	Y	Y	C	C	Y	Y		X			

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BASIC SKILLS
LANGUAGE
(English Second Language)

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS	REPORTING OF SCORES			ADDITIONAL INFORMATION
						Percentile	Proficiency Level	Raw Score	
Basic English Skills Test (BEST)	High School to Adults	X	X	15-25 minutes	X		X	X	Literacy Section can be group administered. The remainder of test must be administered individually.
Basic Inventory of Natural Language (BINL)	Grades K-12		X	10-15 minutes	X	X		X	Available for assessing English and native language proficiency. Computer scoring available for 19 languages
Bilingual Oral Language Tests (BOLT)	Grades 4-12		X	7 minutes	X			X	Available in Spanish
Bilingual Vocational Oral Proficiency Test (BVOP)	High School to Adults		X	45 minutes	X		X	X	Specifically designed for vocational placement screening. Appropriate for low proficiency only
Comprehensive English Language Test (CELT)	High School to Adults	X	X	3 test sections 30-45 minutes each	X	X		X	For intermediate to advanced LEP students. Requires literacy in English
English As A Second Language Oral Assessment	High School to Adults		X	3-15 minutes	X		X	X	

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BASIC SKILLS

LANGUAGE

(English Second Language)

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH LIMITED-ENGLISH-PROFICIENT (LEP) STUDENTS	REPORTING OF SCORES			ADDITIONAL INFORMATION
						Percentile	Proficiency Level	Raw Score	
English Language Skills Assessment in a Reading Context (ELSA)	High School to Adult	X	X	30 minutes	X			X	Provides a form for each of five proficiency levels.
Ilyin Oral Interview	Grades 7 to Adult		X	5-30 minutes	X		X	X	
Language Assessment Battery (LAB)	Level 1: K-2 Level 2: 3-5 Level 3: 6-8 Level 4: 9-12	X	X	4 subtests 8-28 minutes each	X	X		X	Assesses English and Spanish proficiency. Available in Spanish Requires literacy
Language Assessment Scales (LAS)	Level 1: K-5 Level 2: 6-12		X	20 minutes	X		X	X	Assesses English and Spanish proficiency
Michigan Test of English Language Proficiency	High School to Adult	X	X	75 minutes	X			X	Equates scores to college placement Requires literacy Designed for use with intermediate and advanced LEP students
Secondary Level English Proficiency Test (SLEP)	Grades 7-12	X	X	2 subtests 45 minutes each	X			X	Requires literacy

BASIC SKILLS

LANGUAGE

(English Second Language)

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Indiv. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH LIMITED-ENGLISH-PROFICIENCY (LEP) STUDENTS	REPORTING OF SCORES			ADDITIONAL INFORMATION
						Percentile	Proficiency Level	Raw Score	
The Woodcock Language Proficiency Battery	Ages 3-Adult		X	40-45 minutes	X	X		X	Assesses English and Spanish proficiency

INTRODUCTION TO THE GENERAL ABILITIES/ APTITUDES MATRIX

This matrix includes both paper-pencil and performance-based assessment instruments designed to measure abilities/aptitudes in more than one area. Often referred to as aptitude batteries or multiple ability tests, these instruments attempt to measure an individual's capacity, or potential for performing certain types of activities, rather than only assessing current level of achievement. Since most paper-pencil aptitude tests can be administered in group settings, and since few take more than two to four hours to administer (some even less), they are generally the method used to collect aptitude information during Level 1 assessment activities.

Aptitude tests are considered most useful for providing guidance for students whose abilities/aptitudes fall within the middle and upper ranges. Individual placement decisions, especially for those students whose tested abilities fall within the below-average to low range, may necessitate the use of more comprehensive assessment methods or, at a minimum, incorporating other assessment information with the results obtained from aptitude testing. (Career Assessment Instrument Resource Guide, n.d.)

In order to maximize the usefulness of paper-pencil ability/aptitude tests in the assessment of special populations, it often helps to administer them individually or in small group settings. It also helps to break up the testing time on instruments requiring several hours to complete. For nonreaders or students with limited reading skills, the use of performance-based aptitude instruments might prove more appropriate than paper-pencil tests.

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GENERAL ABILITIES/APTITUDES

KEY

Y=Yes
N=No
C=with caution
M=if modified to accommodate special needs

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH FOLLOWING POPULATIONS: HANDICAPPED																		ADDITIONAL INFORMATION
					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand.	Other	Disadvant.	LEP	
Apticom	10th grade -Adult	up to 4 X	X	60-90 min.	Y	Y	C	N	N	M	M	Y	M	N	N	*Y	Y	C	*C	*Motor tests require use of hands	Y	**M	**Available in English and Spanish
Aptitude-Based Career Decision Test (ABCD Test)	High School -Adult	X	X	90 min.	Y	Y	C	N	N	M	M	Y	M	N	N	Y	Y	C	C		Y	M	Only vocab. subtest requires lang. skills
Aptitude Tests for Occupations (ATO)	High School -Adult	X	X	77 min.	*C	Y	*C	N	N	M	*C	Y	M	N	N	Y	Y	C	C		*Y	*C M	*6-8th grade reading level
Armed Services Vocational Aptitude Battery	11-12th grade & Post-Secondary Age 16 yrs. & up	X	X	2-2 1/2 hrs.	*C	Y	*C	N	N	M	*C M	Y	M	N	N	Y	Y	C	C		*Y	*C M	*6-8th grade reading level
Career Ability Placement Survey (CAPS)	Intermediate, High School, & Community College	X	X	45-60 min.	*C	Y	*C	N	N	M	*C M	Y	M	N	N	Y	Y	C	C		*Y	*C M	*Approx. 8th grade reading level
Comprehensive Ability Battery	Age 15 & up--not enrolled in college	X	X	2 1/2 hrs.	*C	Y	*C	N	N	M	*C M	Y	M	N	N	Y	Y	C	C		*Y	*C M	*Approx. 8th grade reading level
Detroit Tests of Learning Aptitude	Ages 6-17		X	50-120 min.	Y	Y	Y	C	N	C	M	Y	M	N	N	Y	Y	C	C		Y	C M	Reportedly useful with mentally handicapped and learning disabled pop.
Differential Aptitude Test (DAT)	Grades 8-12 and Adults	X	X	4 hrs.	*C	Y	*C	N	N	*C	M	Y	C	M	N	Y	Y	C	N	-	*Y	C M	*6th grade reading level
General Aptitude Test Battery (GATB)	Grades 10-Adult	X	X	2 1/2 hrs.	**C	Y	**C	N	N	**Y	M	Y	C	M	N	*Y	Y	C	* **C	*Motor tests require use of hands	**Y	**C *** M	**6th grade reading level ***Span. version (BGPA) available. Certification necessary to administer
Microcomputer Evaluation and Screening Assessment (MESA)	Ages 14 yrs.-Adult	up to 4 X	X	4 1/2 - 5 hrs.	Y	Y	C	N	N	Y	M	Y	C	M	N	*Y	Y	C	*C	*Use of hands needed	Y	**M	**Manuals available in Spanish
MESA Short Form 2	Ages 14 yrs.-Adult	up to 4 X	X	90 min.	Y	Y	C	N	N	Y	M	Y	C	M	N	*Y	Y	C	*C	*Use of hands needed	Y	**M	**Manuals available in Spanish
Occupational Aptitude Survey and Interest Schedule (OASIS)	Grades 8-12	X	X	30 min.	Y	Y	C	N	N	Y	M	Y	C	M	N	Y	Y	C	C		Y	M	Numerical, spatial, & manu. dexter. subtests nonverbal, verbal, & percept. require matching words & phrases

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GENERAL ABILITIES/APTITUDES

KEY Y=Yes N=No C=with caution M=If modified to accommodate special needs INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH FOLLOWING POPULATIONS:																		ADDITIONAL INFORMATION
					HANDICAPPED																		
					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand.	Other	Disadvant.	LEP	
Raven Progressive Matrices	Ages 8-65 (standard kit)		X	40-60 min.	Y	Y	Y	Y	C	M	M	Y	M	N	N	Y	Y	Y	Y		Y	M	Assesses nonverbal mental abilities
Revised Beta Examination, Second Edition	Ages 16 -Adult	X	X	30 min.	Y	Y	Y	C	N	M	M	Y	M	N	N	Y	Y	C	C		Y	M	Instruc. avail. in Span. norm group incl. non-Eng. speak. assesses mental abil. of non readers or low language
Systematic Assessment and Group Evaluation (SAGE)	8th grade-Adult	X small group	X	3 hrs.	Y	Y	C	N	N	M	M	Y	M	M	N	*Y	Y	C	*C	*Use of hands on motor tasks	Y	M	

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INTRODUCTION TO THE SPECIAL ABILITIES/ APTITUDES MATRIX

This matrix lists instruments designed to measure abilities/aptitudes in specialized areas, such as mechanical comprehension, clerical ability, color discrimination, forms/spatial perception, and motor abilities. Some of the areas that special ability/aptitude tests assess are also measured by general aptitude batteries. However, specialized tests often attempt to measure abilities in areas not assessed by other instruments.

Although some of the tests listed on this matrix can be group-administered, most require individual administration. For this reason, as well as the fact that they are measuring abilities in very specific areas, special ability/aptitude tests are used less frequently than general ability/aptitude instruments during initial Level 1 assessment activities. They are usually administered on an "as needed" basis to more thoroughly assess abilities/aptitudes measured less comprehensively by general ability/aptitude instruments.

SPECIAL ABILITIES/APTITUDES

KEY Y=Yes N=No C=with caution M=If modified to accommodate special needs INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS:																		ADDITIONAL INFORMATION
					HANDICAPPED																		
					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand.	Other	Disadvant.	LEP	
Bennett Hand Tool Dexterity Test	Not specified		X	5-20 min.	Y	Y	Y	Y	C M	M	M	Y	M	M	M	*Y	Y	Y	C M	*Use of both hands	Y	M	
Bennett Mechanical Comprehension Test	Not specified	X	X	30 min.	*Y	Y	*C	N	N	M	M	Y	*C M	N	N	Y	Y	C	*C		*Y	M	*Questions require 6-8th gr. reading level--instructions available on tape
Computer Aptitude, Literacy & Interest Profile	12-60 years	X	X	60 min.	Y	Y	C	N	N	M	M	Y	C M	N	N	Y	Y	C	C		Y	M	Target population reportedly includes people with low reading levels
Computer Operator Aptitude Battery	Not specified	X	X	60 min.	*Y	Y	N	N	N	*C M	*C M	Y	C M	N	N	Y	Y	*C	N		*Y	*C M	*6th grade reading level
Computer Programmer Aptitude Battery	Not specified	X	X	80 min.	*Y	Y	N	N	N	*C M	*C M	Y	C M	N	N	Y	Y	*C	N		*Y	*C M	*6th grade reading level
Crawford Small Parts Dexterity Test	Not specified		X	15 min.	Y	Y	Y	Y	C	M	M	Y	C M	C M	C M	*Y	Y	Y	*C M	*Use of at least one hand	Y	M	
Dvorine Color Vision Tests	Not specified		X	2-3 min.	Y	Y	Y	Y	*C	M	M	Y	C M	N	N	Y	Y	Y	Y	*Must recognize #'s in color patterns	Y	M	
Farnsworth Dichotomous Test for Color Blindness	Not specified		X	less than 5 min.	Y	Y	Y	Y	Y	M	M	Y	C M	N	N	Y	Y	Y	Y		Y	M	
General Clerical Test	Not specified	X	X	50-55 min.	*Y	Y	*C	N	N	M	M	Y	*C M	N	N	Y	Y	*C	*C		*Y	M	*Est. 6th grade reading
Minnesota Clerical Test	Not specified	X	X	20 min.	Y	Y	Y	C	N	M	M	Y	C M	N	N	Y	Y	C	C		Y	M	
Minnesota Paper Form Board Test--Revised	10th grade -Adult	X	X	20 min.	Y	Y	Y	N	N	M	M	Y	C	N	N	Y	Y	C	C		Y	M	Use with non-English speaking populations mentioned in manual
Minnesota Rate of Manipulation Test	Not specified	X	X	Varies; 7 subtests	Y	Y	Y	Y	C	M	M	Y	*Y	*Y	M	**Y	Y	Y	C M	*Directions for blind in manual	Y	M	**Must be able to reach and use hands to grasp

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SPECIAL ABILITIES/APTITUDES

KEY Y=Yes N=No C=with caution M=If modified to accommodate special needs INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS:																		ADDITIONAL INFORMATION
					HANDICAPPED																		
					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand	Other	Disadvant.	LEP	
Minnesota Spatial Relations Test--Revised	Not specified		X	15-30 min.	Y	Y	Y	Y	C	M	M	Y	C	N	N	*Y	Y	C	*C	*Must have use of one hand	Y	Y	
Pennsylvania Bimanual Work Sample	Not specified	X	X	10-15 min.	Y	Y	Y	Y	C	M	M	Y	M	M	M	*Y	Y	Y	C M	*Use of both hands needed	Y	M	
Personnel Tests for Industry-Oral Directions Test	Not specified	X	X	20 min.	Y	Y	Y	C	N	M	M	Y	C M	N	N	Y	Y	C	C M		Y	Y	Use w/bilingual, as well as voc. trainees & industrial pers. mentioned in manual
Purdue Pegboard	Not specified	X	X	10 min.	Y	Y	Y	Y	C	M	M	Y	M	C M	C M	*Y	Y	Y	C M	*Use of hands needed	Y	M	
SRA Clerical Aptitudes	Not specified	X usually	X	35 min.	Y	Y	*C	N	N	M	Y M	Y	C M	N	N	Y	Y	C	*C		*Y	*C	*7th grade reading level
SRA Pictorial Reasoning Test	14 years +	X	X	15-25 min.	Y	Y	Y	C	N	M	Y M	Y	C M	N	N	Y	Y	C	M		Y	M	Measures learn. potent. of non-readers and those from different cultural back-grounds.
SRA Test of Mechanical Concepts	Not specified	X	X	40 min. or less	*Y	Y	*C	N	N	M	Y M	Y	C M	N	N	Y	Y	C	*C		*Y	M	*Est. 6th grade reading level
Stromberg Dexterity Test	Not specified		X	10 min.	Y	Y	Y	Y	C	M	Y M	Y	M	*N	*N	**Y	Y	Y	C M	*Color vision required **Use of hands	Y	M	
Talent Assessment Program (TAP)	8th grade -Adult	X small group	X	2 1/2 hrs.	Y	Y	Y	Y	C	M	M	Y	M	C M	N	*Y	Y	C	*C	*Use of hands needed	Y	M	Assesses motor and perceptual abilities only

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INTRODUCTION TO THE SPECIAL NEEDS MATRIX

Adaptive Behavior Scales/Social and Prevocational Skills/Learning Styles Inventories/Values and Attitudes Matrix

This matrix lists a variety of different types of assessment instruments that can be used to obtain information relevant to an individual's functioning within the affective domain. Also listed are instruments which measure basic independent living/prevocational competencies, job seeking/job keeping skills, and those that assess an individual's learning style.

The use of instruments on this list is generally limited to those students for whom Level 2 assessment information is needed. Although some can be group-administered, many require individual administration. The target population for a few of the instruments are mentally handicapped and learning disabled individuals. This information is provided in the "Additional Information" column of the matrix.

SPECIAL NEEDS

ADAPTIVE BEHAVIOR SCALES/SOCIAL AND PREVOCATIONAL SKILLS/LEARNING STYLES, INVENTORIES/VALUES, AND ATTITUDES

KEY Y=Yes N=No C=with caution M=If modified to accommodate special needs INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS : HANDICAPPED LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand.	Other	Disadvant.	LEP	ADDITIONAL INFORMATION
AAMD Adaptive Behavior Scale--School Edition	3-16 years		X		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Allows for comparison to regular education students, as well as EMH & TMH populations
Adaptive Behavior Evaluation Scale	Ages 4.5-19 years		X	15-20 min.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Norm groups include non-handicapped, ED, LD, and mild, moderate, and severely mentally handic.
Canfield Learning Styles Inventory Form E	6th grade - Adult	X	X	15-30 min	*Y	Y	*Y	*C	N	M	*M	Y	M	M	N	Y	Y	C	C		*Y	*M	*5th grade reading level
Career Maturity Inventory	6th-12th Grade	X	X	Attit. 20-25 min.. Compe-tence 110-130 min.	*Y	Y	*C	N	N	*C M	*M	*Y	M	M	N	*Y	*Y	*C	*C		*Y	*C M	*Reading required Grade level not specified
Elwyn Remedial Inventory One - 1971	Public School Students	X	X	30 min.	Y	Y	Y	Y	C	M	M	Y	M	N	N	Y	Y	C	C		Y	M	6th-8th grade reading level
Employability Attitudes	9th grade -Adult	X	X	2 1/2 hrs.	Y	Y	Y	N	N	*C M	N	Y	*M	M	N	Y	Y	*C	*C		Y	Y	*Audio visual--deals w/360 behavioral incidents based on employers' expectations
Foyer Vocational Survey		X	X	45 min.	*Y	Y	*C	N	N	M	*M	Y	M	M	N	Y	Y	C	C		*Y	*C	*6th-8th grade reading level
Job Search	11th grade -Adult	X	X	1 1/2 hrs.	Y	Y	Y	N	N	M	N	Y	*M	M	N	Y	Y	C	C		Y	Y	*Audio visual--deals with 80 skills relating to job search skills
Meyers - Briggs Type Indicator	Junior High - Adult	X	X	Less than 50 min.	*Y	Y	*C	N	N	M	M	Y	M	M	N	Y	Y	C	C M		*Y	*C	*Estimated 6th grade reading level
Minnesota Importance Questionnaire	16 years - Adult	X	X	35 min. paired 20 min. ranked	*Y	Y	Y	N	N	M	M	Y	M	M	N	Y	Y	C	C		Y	M	*5th grade reading level
Prevocational Assessment and Curriculum Guide	Not specified		X	30-45 min.	*N	*N	Y	Y	Y	*C	*C	*C	*C	*C	*C	*C	*C	*C	*C		*N	*N	*Designed for use w/EMH, TMH & SMH pop. Student may have other handicaps, but mentally impaired should be primary.
Scales of Independent Behavior	Infancy -Adult		X	40-45 min.	Y	Y	Y	Y	C	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	

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SPECIAL NEEDS

ADAPTIVE BEHAVIOR SCALES/SOCIAL AND PREVOCATIONAL SKILLS/LEARNING STYLES INVENTORIES/VALUES, AND ATTITUDES

KEY
Y=Yes
N=No
C=with caution
M=If modified to accommodate special needs

INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS:																		ADDITIONAL INFORMATION
					HANDICAPPED																		
					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand	Other	Disadvant.	LEP	
Social and Prevocational Information Battery	Junior-Senior High School Students	X small group	X	9 tests 20-30 min. ea.	Y	Y	Y	Y	C	Y	M	Y	Y	M	N	Y	Y	Y	Y		C	C	Use with mentally handicapped populations mentioned in manual
Street Survival Skill Questionnaire	Junior-Senior High School Students		X	9 tests total time 1 hr.	Y	Y	Y	Y	C	Y	M	Y	C M	N	N	Y	Y	Y	Y		Y	M	Part of McCarron-Dial work evaluation system, but also avail. separately
Temperament and Values Inventory	High School-Adult	X	X	10 min.	*Y	Y	*C	N	N	*C M	*C M	Y	M	M	N	Y	Y	*C	*C		*C	*C	*8th grade reading level
Test for Everyday Living Skills	Adolescents and young adults	X	X	7 tests 15-20 min. ea.	Y	Y	*C	N	N	M	M	Y	M	N	N	Y	Y	C	C		Y	M	*Designed for students who are low achieving , but not mentally retarded*
Test of Interpersonal Competency for Employment	Not Specified		X	2 sect. 1/2 hr. each	Y	Y	Y	Y	C	M	M	Y	M	N	N	Y	Y	C	C		Y	M	Designed for use with devel. disabled, learning disabled & educ. handicap.
Universal Skills Survey	9th grade -Adult	X	X	Variable	Y	Y	Y	C	N	M	M	Y	M	M	N	Y	Y	C	Y		Y	M	Identifies skills required by jobs, skills possessed by individual & skill taught
Vineland Adaptive Behavior Scales--Revised Form 267 Item Survey Form	3-18 years		X	20-60 min.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		Y	Y	Describes adaptive behavior skills and prescribes instruction
Vocational Assessment and Curriculum Guide	*Persons preparing to enter competitive employment		X	20-30 min.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y		*C	*C	*Designed for use with handicapped populations
Vocational Implications of Personality	Not specified	X multiple computers	X	15 min.	*Y	Y	*C	N	N	M	*C	Y	C	N	N	Y	Y	*C	*C		*Y	*C	*Reading required-level not specified; Administered via a computer
Wakeman Social Skills Rating Form	All grade levels		X	20-30 min.	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Assesses aggressive/ passive behaviors	*C	*C	Teacher-rated *Designed for use with handic. children & adults
World of Work Inventory	8th grade -Adult	X	X	2 1/2 hrs.	*Y	Y	*C	N	N	M	*C M	Y	M	N	N	Y	Y	*C	*C		Y	**Y M	**Spanish version-El Mundo Del Trabajo; English vers.-- *6th grade reading

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INTRODUCTION TO THE WORK SAMPLE/ WORK EVALUATION SYSTEM MATRIX

The following matrix identifies various commercial work samples or work evaluation systems that might be used during a Level 2 assessment. These instruments are usually best administered by a vocational assessment specialist, or at least by persons who have received training in how to administer and interpret the work samples and evaluate systems under consideration. A few of the instruments listed on this matrix are primarily designed for career exploration or instructional purposes rather than for assessment. These instruments are so designated in the "Additional Information" column of the matrix.

In general, work samples and work evaluation systems are individually administered, although it is sometimes possible to work with small groups (preferably no more than five students per evaluator) when several different work samples are available or evaluation systems with multiple subtests are being used. The term "work sample" refers to the use of real or simulated work activities to assess an individual's current or potential abilities within a given area. Work samples sometimes relate to trade, technical, or business-oriented occupations, such as mechanical assembly and repair, drafting, electronics, clerical, and cashiering. However, some work samples attempt to simulate activities that might be performed in a variety of different jobs, rather than relating to a specific occupation. For example, a work sample might provide information about a person's ability to discriminate colors/sizes/shapes, or the ability to use tools, follow diagrams, and pay attention to detail. The advantage of work samples is that they allow for a hands-on assessment of a person's ability within a given area, rather than inferring abilities on the basis of one's performance on a paper-pencil test.

Work evaluation systems are similar to work samples in that they are usually individually administered and involve at least some hands-on performance activities. However, work evaluation systems sometimes bear little resemblance to actual work. Instead, a variety of different subtests or testing apparatus are used to assess levels of functioning within the cognitive, perceptual, psychomotor, and affective domain. The information obtained is then integrated into a profile which can be used to identify an individual's vocational strengths and limitations, as well as providing information regarding current programming needs and the types of occupations that best match the individual's profile.

It should be noted that in order to determine whether an instrument falls into the category of a work sample or a work evaluation system, it is necessary to look beyond the name of the instrument and to review, instead, the instrument's purpose. A list of resources that review the purposes of assessment instruments, as well as a variety of other information related to their use, can be found on page 46 of this manual.

WORK SAMPLES/WORK EVALUATION SYSTEMS

KEY Y=Yes N=No C=with caution M=If modified to accommodate special needs					APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS:																		
					HANDICAPPED																		
INSTRUMENT	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand	Other	Disadvant.	LEP	ADDITIONAL INFORMATION
Career Evaluation Systems, Inc.	16 yrs. -Adult	X small group	X	4 hrs.	Y	Y	Y	C	N	M	M	Y	M	N	N	*Y	Y	C	*C M	*Use of hands needed	Y	M	Target pop.--Series 100--gen. pop. bus. & ind., Series 200--phys.,sens., & psych. handic., Series 230--gen. pop. & low/non-readers, Series 300--mentally retard.
Choice Work Samples	14 yrs. +	X sm. grp. mult. units	X	Varies; timed to complet.	**C Y	Y	C	N	N	**C M	C M	Y	M	N	N	*Y	Y	C	*C **M	*Use of hands needed	Y	M	**Audio & written instr. Primarily used for explorat.and/or instruc. purposes
Conceptual Understanding of Blind Evaluation	16 yrs. -Adult		X	Varies; 1 day +	**C	**C	**C	**C	**C	**C	N	**C	*Y	*Y	*M	** *C	**C	**C	** *C	*Use of hands needed	**C	**C	**Developed for use with vis. imp./blind--but some appl. w/sight pop. for in-depth assessment
Jewish Employment Vocational Service Work Sample System (JEVS)	14 yrs. -Adult	X small group	X	28 work samples 6-7 days	Y	Y	Y	C M	N	M	M	Y	M	C M	C M	*Y	Y	C	*C M	*Use of hands needed	Y	M	
Key Educational Vocational Assessment System	High School -Adult	X 4-5 at a time	X	2 1/2 -3 hrs.	Y	Y	C	N	N	M	M	Y	M	N	N	*Y	Y	C	*C M	*Use of hands needed	Y	M	
McCarron-Dial Work Evaluation System	14 yrs. -Adult		X	1 day of test. 2 wks. observ.	Y	Y	Y	Y	C	**M	**M	**Y	**M	N	N	**Y	**Y	**C	*C M	*Use of hands needed	N	C M	**Developed for use with mentally impaired, neurologically impaired and mentally ill popluations
Microcomputer Evaluation of Career Areas (MECA)	Grades 6th -10th	X multiple computers	X	15 components 20 min. each	Y	Y	C	N	N	M	M	Y	**C	N	N	*Y	Y	C	*C M	*Use of hands needed	Y	M	**Audio visual format used primarily for exploration and instruction
Micro-Tower	14 yrs. -Adult	X small group	X	3-5 days	Y	Y	C	N	N	M	M	Y	M	N	N	*Y	Y	C	*C M	*Use of hands needed	Y	M	
Mobile Vocational Evaluation	16 yrs. -Adult	X small group	X	3-4 hrs.	Y	Y	Y	C	N	M	M	Y	M	N	N	*Y	Y	C	*C M	*Use of hands needed	Y	M	
Phoenix Ability System	16 yrs. -Adult	X small group	X	5-6 hrs.	Y	Y	Y	C	N	M	M	Y	M	N	N	*Y	Y	C	C M	*Use of hands needed	Y	M	
PREP Work Samples	9th grade -Adult	X small group	X	26 work samp. 2 hrs. ea.	Y *C	Y	*C	N	N	**C M	**C M	Y	**C	N	N	*Y	Y	*C	*C **M	*Use of hands needed	*Y	*M	**Audio visual format of instruction--approx. 8th gr. reading level required for use of reading materials
Prevocational Assessment Screening (PAS)	14 yrs. +	X up to 5	X	50 min.	Y	Y	Y	C M	N	M	M	Y	M	N	N	*Y	Y	C	*C M	*Use of hands needed	Y	M	

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WORK SAMPLES/WORK EVALUATION SYSTEMS

KEY Y=Yes N=No C=with caution M=if modified to accommodate special needs	AGE/GRADE LEVEL	Group Admin.	Individ. Admin.	Approx. Admin. Time	APPROPRIATE FOR USE WITH THE FOLLOWING POPULATIONS:																		ADDITIONAL INFORMATION
					HANDICAPPED																		
INSTRUMENT					LD	SED	EMH	TMH	S/PMH	Hearing Impaired	Deaf	Speech Impaired	Visually Impaired	Blind	Deaf/Blind	Orth. Impaired	OHI	Autistic	Multiply Hand.	Other	Disadvant.	LEP	
Singer Vocational Evaluation System	14 yrs. +	X sm. grps. mult. units	X	Varies; timed to complet.	Y	Y	C	N	N	**C M	**C M	Y	M	N	N	*Y	Y	C	*C **M	*Use of hands needed	Y	M	**Audio visual format of instructions. Primarily used for explora. & instruc. purposes
Skills Assessment Module (SAM)	14 yrs. +	X up to 5	X	2-3 hrs.	Y	Y	C	N	N	C	M	Y	M	N	N	*Y	Y	C	C	*Use of hands needed	Y	M	
Training Performance Sample	14 yrs. +		X	30 min.	**N	**N	*C	*Y	*Y	**N	**N	**N	**N	**N	**N	**N	**N	**N	**N	*Use of hands needed	**N	**N	**Developed for use with moderate, severe & profoundly mentally handic. populations
Valpar Component Work Sample System	14 yrs. +	X small group	X	varies; timed to completion	Y	Y	Y	C M	N	M	**M	Y	***M	***C M	C *M	*M	Y	C	C M	*Use of hands needed	Y	*M	*Span. manual avail., **Video/signed tapes for hearing imp., ***modif. visually imp./blind
Valpar #17-Prevocational Readiness Battery	14 yrs. +		X	5 1/2 hrs.	**C	C	Y	Y	C M	M	M	Y	M	N	N	*M	C	C	C *M	*Use of hands needed	N	**C *M	**Developed for use w/mentally impaired populations--some LD individuals in norm group. *Span. vers. avail.
Vocational Information and Evaluation Work Samples (VIEWS)	14 yrs. +	X small group	X	30 hrs.	**C	**C	Y	Y	Y	**C M	**C M	**C	**C M	**C M	**C M	** *C	**C	**C	*C **M	*Use of hands needed	N	C **M	**Developed for mild, moderate, & severely mentally handicapped
Vocational Interest, Temperament and Aptitude System (VITAS)	9th grade and up	X small group	X	15 hrs.	Y	Y	Y	C M	N	M	M	Y	M	C M	C M	*Y	Y	C	*C M	*Use of hands needed	Y	C M	
Wide Range Employment Sample Test (WREST)	14 yrs. +	X up to 6 people	X	1 1/2 -2 hrs.	**C	**C	Y	Y	M	**M	**M	**C	**M	C **M	C **M	*C	**C	**C	*C M	*Use of hands needed	**C	C **M	**Developed for use with a sheltered workshop pop. Assesses dexterity & manipulation skills

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SAMPLE FORM A

PARENT/GUARDIAN NOTIFICATION AND CONSENT FORMS

PARENT/GUARDIAN NOTIFICATION OF INTENT TO ASSESS AND CONSENT FOR VOCATIONAL ASSESSMENT

NAME OF CHILD	DATE OF BIRTH	NAME OF PARENT/GUARDIAN	__Initial Evaluation __ Reevaluation

A referral for a vocational assessment regarding ______________________ was made on __________.
Name of Child *Date*

A vocational assessment will be completed to help determine what vocational training and/or support services need to be provided to better enable your child to succeed in a vocational education program. (Describe the instruments that will be used during the vocational assessment.)

Upon completion of the assessment, a conference will be scheduled with you to communicate the findings and possible program and/or support service alternatives.

__ I hereby give consent to conduct the vocational assessment described and I understand the content of this notice.
__ I hereby deny consent for the vocational assessment described.

cc: Parent
Student's record
Person submitting referral _______________

____
Date *Signature of Parent/Guardian*

PARENT/GUARDIAN NOTIFICATION OF INTENT TO EVALUATE AND CONSENT FOR CASE STUDY EVALUATION

NAME OF CHILD	DATE OF BIRTH	NAME OF PARENT/GUARDIAN	__Initial Evaluation __ Reevaluation

A referral for an individual case study evaluation regarding ________________________ was made on ___________.
Name of Child *Date*

This action is being proposed by the local district because (Describe each evaluation procedure, test, record, or report used as a basis for the decision to evaluate this child, any options considered for providing alternative services, and the reasons those options were rejected.)

To determine whether special education services are needed, an evaluation will be made by a multidisciplinary team. This evaluation shall include the following:

An interview with your child. This interview will allow the team to understand your child's perception of the difficulties he/she is experiencing.

Consultation with you. This will allow you the opportunity to describe your concerns as they relate to your child's education.

A social developmental study. This study allows the evaluation team to understand your child by assessing in-school and out-of-school behavior and assessing how the environment affects your child's ability to learn. This study includes an assessment of adaptive behavior (how your child functions independently and meets standards of personal and social responsibility) and cultural background. This study may include formal (tests) or informal procedures.

A medical history and current health status. This information will allow the evaluation team to determine if any current or past medical problem is affecting your child's school performance.

Vision/hearing screenings. The results of these screenings will show if there are any visual or auditory problems that would interfere with the testing or school performance of your child.

A review of your child's academic history and current educational functioning. This review involves reviewing your child's prior school records and current level of achievement in the present educational setting.

An educational evaluation of learning processes and achievement. This evaluation usually uses tests which measure traditional academic skills taught in school, such as reading, arithmetic reasoning and calculation, and written language. Scores are generally expressed in grade equivalents. In addition, tests which attempt to discover how the student takes in information, understands the information, and expresses answers are used. A determination is made concerning the efficiency of the visual and auditory learning channels. Results are generally reported in age-level equivalents.

An assessment of the child's learning environment. This assessment generally determines how the student interacts in the classroom environment and assesses the level of match between student needs and learning styles. In addition, the effects of physical factors in the classroom are assessed to determine their effects on the educational needs of your child.

Specialized evaluations which are specific to the nature of your child's problems may also be conducted. Those evaluations determined to be necessary will be checked below:

__ Psychological evaluation. This evaluation allows the team to determine how effectively the student functions in the areas of intelligence, visual-motor coordination, social/emotional development, behavioral control, and/or academic achievement. Such evaluations may be formal or informal and include observation, testing, interviewing, and/or reviewing as possible assessment procedures.

__ Medical examination. This exam will allow the team to know if a physical health problem can be identified as the cause or a contributing factor to the reason for referral.

__ Speech and language evaluation. This evaluation will determine the degree and extent of oral receptive and expressive language usage and language processing abilities. The areas of language competency should include rhythm (fluency), voice, articulation, and language.

__ Vocational assessment. This assessment will help determine vocational training needs and/or support services to be provided.

Upon completion of the team's evaluation, a conference will be scheduled with you to communicate the findings and possible special educational program and/or service alternatives. Your child's placement will not change during the case study evaluation process.

__ I understand my rights and responsibilities as verbally explained and given to me with this notice.
__ I hereby give consent to conduct the evaluation described and I understand the content of this notice.
__ I hereby deny consent for the evaluation described.

cc: Parent
Student's temporary record
Person submitting referral ______________________

____
Date *Signature of Parent/Guardian*

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SAMPLE FORM B

STUDENT INTERVIEW FORMS

STUDENT INTERVIEW

Student's Name: ______________________________ Date: __________

Parent/Guardian Name: ______________________________

Address: ______________________________ Phone: __________

1. What kind of high school program would you like to take?

   _____ Classes preparing for college
   _____ Classes in which basic reading, math, writing, and world of work skills are taught
   _____ 1/2 day classes and 1/2 day work for school credit

2. What kind of skills would you like to learn in school? (e.g. math, reading, writing, spelling, job- seeking skills, job- keeping skills, etc.)

   Please list: ______________________________

   ____

3. If a 1/2 day class-1/2 day work program was recommended for you during high school, would you consider such a program?

   YES_____ NO_____

4. What do you see yourself doing after high school? (circle one)

   College

   Junior College

   Military

   Trade School

   Skilled employment (mechanic, welder, carpenter, etc.)

   Semi-skilled employment (grocery store, restaurant, factory, construction labor, etc.)

   Other

5. List two jobs which you think you could succeed at and enjoy.

   ____

   ____

Source: *Vocational Assessment of Students With Special Needs,* Texas Education Agency, Project No. 11230049, 1982.

STUDENT INTERVIEW FORMAT

ATTITUDE TOWARD HANDICAP:

1. Do you have any sort of handicap?
2. Are you in a special education program? Which one? Why?
3. How do you feel about being in this program?
4. How do your family and friends feel about it?

INTERESTS AND ACTIVITIES:

1. What do you do in your leisure time? Sports? Hobbies? Church?
2. Do you have any jobs at home? What?
3. What job do you think you would be good at and like to do?
4. What job(s) do you really think you would not like? Why?

OCCUPATIONAL AND CAREER AWARENESS:

1. Name as many jobs as you can (up to 15).
2. Name three jobs available in a supermarket.
3. What are ways to find out about job openings?
4. What do employers look for when they hire someone?
5. What are some reasons people get fired from jobs?
6. What would an employer like about you? Not like?
7. What should you do if you are going to be late or absent from work?

WORK AND CLASSROOM PREFERENCES:

1. What teachers do you like best? Why? Which least? Why?
2. Do you like to work by yourself or with a group?
3. On a job, would you rather sit most of the time or move around a lot?
4. Would you rather work outside, inside, or both?
5. How would you feel about working where it is cold? Hot? Wet? Where there are dangerous things about?
6. What kinds of people do you not like to work with?

EDUCATIONAL INTERESTS:

1. What courses would you like to take? Which do you want to take?
2. Would you like to enroll in vocational training now or later? What kind?
3. Of all the school courses you have taken, which one(s) were the best? Why?
4. What will you do after high school?

FUNCTIONAL SKILLS:

1. If you lived by yourself and had a job, what are some of the things you would have to spend your money on each month?
2. How much does it cost for groceries for two people each week if you cook at home?
3. Can you use a telephone? How/what do you dial in an emergency?
4. If you had a job, how would you get to work? Can you drive?
5. Do you go shopping by yourself? What do you buy?

FAMILY:

1. How do your folks feel about you working?
2. Do they trust you?
3. What do you like best about your home life?
4. Is there anything in your home life that might cause difficulties?

Date: ______________________

STUDENT INTERVIEW

Name: ____ Birthdate: ____________________

School: ____ Age: _____ Certification: _________

Parent/Guardian: ____

Address: ____ Phone: ___________________

ATTITUDES TOWARD HANDICAP: ____

INTERESTS AND ACTIVITIES: ____

OCCUPATIONAL/CAREER AWARENESS: ____

WORK AND CLASSROOM PREFERENCES: ____

(continued...)

EDUCATIONAL INTERESTS: ______________________

FUNCTIONAL SKILLS: ______________________

FAMILY: ______________________

ADDITIONAL COMMENTS: ______________________

Completed by: ______________________

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County,
499 Range Road, P.O. Box 5001, Port Huron, Michigan, 48061-5001

SAMPLE FORM C

PARENT INTERVIEW FORMS

PARENT'S INTERVIEW

Student's Name:______________________________ Date:__________

Parent/Guardian Name: ______________________________

Address: ______________________________ Phone :__________

1. What kind of high school program would you like your child to take?

_____ Classes preparing for college
_____ Classes in which basic reading, math, writing, and world of work skills are taught
_____ 1/2 day classes and 1/2 day work for school credit

2. What kind of skills would you like your child to learn in school? (e.g. math, reading, writing, spelling, job-seeking skills, job-keeping skills, etc.)

Please list: ______________________________

____

3. If a 1/2 day class--1/2 day work program was recommended for your child during high school, would you consider such a program?

YES_____ NO_____

4. What do you see your child doing after high school? (circle one)

College

Junior College

Military

Trade School

Skilled employment (mechanic, welder, carpenter, etc.)

Semi-skilled employment (grocery store, restaurant, factory, construction labor, etc.)

Other

5. List two jobs which you think your child could succeed at and enjoy.

____

____

____

Parent Signature __________________

Date __________________

Developed by the Tri-County Cooperative, Commerce, TX 75428
Source: *Vocational Assessment of Students With Special Needs*, Texas Education Agency, Project No. 11230049, 1982.

PARENT INTERVIEW FORMAT

AWARENESS OF SON/DAUGHTER'S HANDICAP:

1. Deny it
2. Ignore it/indifferent
3. Realistic attitude
4. Hypersensitive/overprotective

FAMILY:

1. Are you able to have meaningful talks about future vocational plans?
2. Does your son/daughter take your advice?
3. Does your son/daughter trust your insight?
4. Are you the strongest influence in your child's life?
5. Does your son/daughter respect your opinion?
6. Now that your child is reaching adulthood, how are things going regarding your everyday relationship?

FUNCTIONAL SKILLS:

1. If necessary could your son/daughter live on his/her own?
2. What household chores can he/she perform well?
3. Does your son/daughter shop for food, clothing, gifts, magazines, etc.?
4. Can your child use a telephone, read and order from a menu, or use public transportation?

EDUCATIONAL ASPIRATIONS:

1. What kind of high school program would you like your child to take?
2. What kind of skills would you like your son/daughter to learn in school (e.g. math, reading, independence, mechanical)?
3. What area of your son/daughter's education needs the most improvement?
4. What changes would you like to see in your child's current course of instruction?

VOCATIONAL ASPIRATIONS:

1. What do you see your child doing after high school?

   College/Junior College

   Military

   Trade School

   Skilled Employment

   Semi-Skilled Employment

   Other

2. List three jobs which you think your son/daughter could succeed at and would enjoy.

____

____

____

OVERALL EXPECTATIONS:

1. High 2. Low 3. Indifferent 4. Unrealistic

Date: ____________

PARENT INTERVIEW

Parent/Guardian: ____________

Student's Name: ____________

Address: ____________ Phone: ____________

Siblings (age): ____________

AWARENESS OF SON/DAUGHTER'S HANDICAP: ____________

FAMILY: ____________

FUNCTIONAL SKILLS: ____________

EDUCATIONAL ASPIRATIONS: ____________

VOCATIONAL ASPIRATIONS: ____________

(continued...)

OVERALL EXPECTATIONS: ____

____

____

____

____

ADDITIONAL COMMENTS: ____

____

____

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____

____

Completed by: ______________________

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County,
499 Range Road, P.O. Box 5001, Port Huron, Michigan, 48061-5001

SAMPLE FORM D

TEACHER INTERVIEW FORM

TEACHER INTERVIEW FORMAT

COGNITIVE DOMAIN includes, but is not limited to,

1. General learning ability
2. Follows directions (all types)
3. Profits from experience or repetition
4. Retains instructions or concepts
5. Problem-solving ability (logic)

AFFECTIVE DOMAIN includes, but is not limited to,

1. Emotional stamina (coping skill)
2. Interpersonal relationships (peer & authority)
3. Self-confidence (esteem)
4. General attitude
5. Temperament

WORK BEHAVIOR includes, but is not limited to,

1. Motivation/initiative
2. Organization (plans work)
3. Attention span/concentration
4. Appropriate conduct
5. Persistence

LEARNING STYLE includes, but is not limited to,

1. Visual learner/demonstration
2. Auditory learner
3. Individual or group learner
4. Hands-on/by experience
5. Paper/pencil

Date: ______________

TEACHER INTERVIEW

Teacher's Name: ______________________________

Student's Name: ____________________ School: ______________

Class/Program: ____________________ Contact/Day ________/________Hrs.

COGNITIVE DOMAIN: ______________________________

AFFECTIVE DOMAIN: ______________________________

WORK BEHAVIOR: ______________________________

LEARNING STYLE: ______________________________

ADDITIONAL COMMENTS: ______________________________

Completed by: ______________

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County,
499 Range Road, P.O. Box 5001, Port Huron, Michigan, 48061-5001

SAMPLE FORM E

VOCATIONAL ASSESSMENT REPORT FORMS

ASSESSMENT SUMMARY AND PROGRAM PLANNING FORM

Student's Name: ______________________________

Date: ______________________________

GENERAL INFORMATION

I. Expressed Vocational Interest(s) and Inventory Results:

Instrument (e.g. interest inventory, aptitude test)	Summary of Results

II. Commercial Work Sample Experiences

Work Sample	Summary of Performance

III. Informal Work Sample Experiences

Vocational Program Area/Job Title	Work Sample Title/Description	Summary of Performance

IV. Vocational Program Tryout Experiences

Vocational Program	Length of Time	Tasks Completed	Summary of Performance

V. Situational Assessment

Assessment Activity (Name, Description)	Learner Strengths	Learner Weaknesses

Student Preferred Learning Style(s)

VII. Academic Levels: Reading

Math

Language/Communication

Other

ANALYSIS OF INFORMATION

I. Learner Strengths or Assets

II. Learner Weaknesses or Deficiencies

III. Recommended Placement

1. Post Secondary/Community College Program (specify)
2. Regular vocational program with minor modifications (specify program)
3. Work Experience/Coop Program (specify suggested job site area)
4. Further vocational exploration (specify program areas)
5. Prevocational skills training (specify)
6. Community worksite/job tryout (specify)

IV. Vocational Program Goals (if placement is recommended)

V.

Specific Vocational Program Objectives	Suggested Strategies for Delivering Content (Match to Learning Style and Ability Levels)	Curriculum Modification	Support Services/ Assistance Necessary

Additional Comments

Reprinted with permission from American Technical Publishers, Inc., Homewood, Illinois
Source: Sarkees, M. and Scott , J. (1985). *Vocational Special Needs.*

Date: ____________________

☐ Level 1 ☐ Level 2 ☐ Level 3

VOCATIONAL ASSESSMENT REPORT

I. IDENTIFYING DATA:

Name: ____________________ School: ____________________ Grade: ______

Address: ____________________ Phone: ____________________ CA: ______

Referred By: ____________________ Assessed By: ____________________

II. REFERRAL QUESTION: ____________________

III. EDUCATIONAL RECORDS (vocationally significant):

Transcript –

Related Courses	Grade	Teacher

Achievement/Aptitude Testing --

Test/Subtest	Score	Below Aver.	Average	Above Average

Michigan Educational Assessment Program --
Reading Objectives ________ out of ________ Grade Level ____
Skill Areas: Strongest ____________________
Weakest ____________________

Mathematics Objectives ________ out of ________ Grade Level ____

IV. SPECIAL EDUCATION DATA (vocationally significant):

Reading-Grade Level: _____ Date: ____________ Math-Grade Level: _____ Date: ___________

WISC-R-Date: _____ Verbal IQ: _____ Performance IQ: _____ Full Scale IQ: _____

Significant Subtest Information: ______________________________

Significant Affective Information: ______________________________

Other Test Results: ______________________________

Apparent Strengths (IEP): ______________________________

Apparent Weaknesses (IEP): ______________________________

Short Term Objectives (IEP): ______________________________

V. INTERVIEW DATA (Synopsis of significant information):

Student: ____________________

Parent: ____________________

Teacher: ____________________

Conclusions/Assessment Questions: ____________________

VI. INDEPENDENT LIVING SKILLS

	Much Improvement Needed	Some Improvement Needed	Acceptable	Very Good	Not Assessed
Food and Clothing					
Money and Finance					
Grooming and Hygiene					
Health and Safety					
Employability Skills					

VII. LEARNING STYLE

	Insignificant	Minor	Major	Not Assessed
Visual Language				
Visual Numerical				
Auditory Language				
Auditory Numerical				
A/V Kinesthetic				
Social: Individual				
Group				
Expressive: Oral				
Written				

VIII. CONCLUSIONS/RECOMMENDATIONS: ______________________

____

____

____

____

____

Source: Thomas M. Kennedy, Intermediate School District, St. Clair County,
499 Range Road, P.O. Box 5001, Port Huron, Michigan, 48061-5001

NORTHEAST OAKLAND COUNTY
VOCATIONAL ASSESSMENT REPORT
LEVEL 1

I. IDENTIFYING DATA:

Name: ______________________ Date: ______________

School: ______________________ Birthdate: ______________

Evaluator: ______________________ Grade: ______________

General Information: ______________________

II. EDUCATIONAL RECORDS (vocationally significant):

A. Vocational Courses

Vocational Courses	Course Grade	Year/Grade Level

B. Achievement/Aptitude Testing

Name and Date of Test: ______________________

Test Results:

______________ ______________

______________ ______________

______________ ______________

(Include age score, grade score, and standard scores)

C. Medical Information

____

____

III. SPECIAL EDUCATION DATA:

A. Current Certification: ______________________

B. Recent Individual Achievement Test Scores

______________ ______________

______________ ______________

Name and Date of Test: ______________________

C. WISC-R:

Date ________ Verbal I.Q. ________ Performance I.Q. ________ Full Scale I.Q. ________

IV. RELEVANT VOCATIONAL/CAREER COMMENTS:

____

____

____

____

NORTHEAST OAKLAND COUNTY
VOCATIONAL ASSESSMENT REPORT
LEVEL 2

I. IDENTIFYING DATA:

Name: ______________________________ Date: ______________

School: ______________________________ Birthdate: ______________

Evaluator: ______________________________ Grade: ______________

General Information: ____

II. WORK HISTORY AND INTERESTS:

A. Work Experience: ______________________________________
B. Hobbies/Leisure Interests: ______________________________________
C. Interests Expressed: ______________________________________
D. Interests Tested: ______________________________________
E. Test Used & Date: ______________________________________
F. Vocational Courses: Course Grade Year/Grade Level

____________________ __________ __________
____________________ __________ __________
____________________ __________ __________

III. INTERVIEWS:

Student: ______________________________ Date: ______________
Parent (Optional): ______________________________ Date: ______________
Teacher: ______________________________ Date: ______________
Comments: ____
____

IV. BEHAVIOR OBSERVATION:

Name of Instrument: ______________________________ Date: ______________
Comments/Results: ____
____
____

V. VOCATIONAL APTITUDE TESTING:

_____ GATB
_____ MESA
_____ Hester
_____ Other ____________________
Results: ____
____

VI. Reading Level: ______________

Math Level: ______________
Test Used & Date: ______________
____
Other: ______________

VII. CONCLUSIONS/RECOMMENDATIONS:

A. Vocational Placement

__ Home school program
__ Area vocational center
__ Special Ed./Vocational Ed. Program
__ Individual vocational training
__ Refer for Level II - NEOVAL
__ Other ____________________

B. Name of Program

____
____
____
____
____
____

NORTHEAST OAKLAND VOCATIONAL ASSESSMENT LAB
REFERRAL FORM - LEVEL 3 VOCATIONAL ASSESSMENT

SCHOOL PORTION

Student's name	Birthdate	Grade
Address	City, State, Zip	Home phone
Parent's or Guardian's Name	Address (if different)	Work phone
School District of Residence	School presently attending	

Current Certification: ______________________ ______________________
(Primary) (Secondary)

Signature of Director of District Designee ______________________ Date ____________

PARENT PORTION

Please complete the following information which is necessary to complete your son /daughter 's vocational assessment:

Medical Limitations

____

____

____

Emergency phone number ______________________________
(Where someone can be reached during school hours)

Signature of Parent ______________________ Date ____________

Send Referral Data to:
NEOVAL
1371 North Perry
Pontiac, MI 48055 Telephone: (313) 857-8489

(Attach recent copies of psychological and other pertinent school records)

Signature of Vocational Evaluator ______________________ Date ________

Source: Northeast Oakland Vocational Education Center, Pontiac, Michigan

VOCATIONAL ASSESSMENT REPORT FORM

Student: ______________________________

Assessed by: ______________________ Date: ______________

I. INTERESTS:

Measured --	Highest	Lowest

Instrument ______________________ Date__________ Valid __________

Expressed -- ______________________________
____

Manifest -- ______________________________
____

II. APTITUDES:

Cognitive Development	Low 1	2	3	High 4	Not Assessed
Reasoning					
Numerical					
Language					
Mechanical					

Perceptual/Motor Ability	Seriously Deficient	Deficient	Acceptable	Very Good	Not Assessed
Spatial Relations					
Form Perception					
Clerical Perception					
Motor Coordination					
Finger Dexterity					
Manual Dexterity					

III. WORK BEHAVIORS:

	Much Improvement Needed	Some Improvement Needed	Acceptable	Very Good	Not Assessed
Motivation					
Grooming/Hygiene					
Temperament					
Relationship w/Co-workers					
Relationship w/Authority					
Relationship w/Self					
Relationship w/Work Environment					

IV. PHYSICAL CAPACITY:

	Seriously Deficient	Deficient	Acceptable	Very Good	Not Assessed
Strength (max. lift) _________lbs.					
Climb and Balance					
Stoop, Kneel, Crouch, Crawl					
Reach, Handle, Finger, Feel					
Talking (articulate)					
Hearing (sensory)					
Seeing (acuity, field, color)					

V. ENVIRONMENTAL TOLERANCE:

	No	Yes	Not Assessed
Inside Work			
Outside Work			
Cold			
Heat			
Noise/Vibration			
Hazards			

Source: Unknown

SAMPLE FORM F

BILINGUAL VOCATIONAL PROGRAM
STUDENT REFERRAL FORM

PROJECT ACCESS

BILINGUAL VOCATIONAL PROGRAM STUDENT REFERRAL FORM

Student's Name: ______________________________

Division: ______________________________

Vocational Education Course: ______________________________

Teacher: ______________________________

REASON FOR REFERRAL
Check appropriate statement:

_____ Student understands little or no instruction in English.

_____ Student understands instructions but cannot respond in English to questions.

_____ Student has difficulty with the concepts of the lessons due to language interference.

_____ Student has difficulty with the basic reading materials of the course.

_____ Student has difficulty with the terminology of the subject matter.

_____ Student is hesitant to participate in class activities due to language interference.

_____ Other ______________________________

____

____

____

Please check appropriate level:

_____ Level 1: The individual does not speak, understand, or write English but may know a few isolated words or expressions.

_____ Level 2: The individual understands simple sentences in English, especially if spoken slowly, but does not speak English, except isolated words or expressions.

_____ Level 3: The individual speaks and understands English with hesitancy and difficulty. With effort and help, the student can carry on a conversation in English, understand at least parts of lessons, and follow simple directions.

_____ Level 4: The individual speaks and understands English without apparent difficulty but displays low achievement indicating some language or cultural interference with learning.

Source: Project Access, Juarez High School, Chicago, IL

APPENDIX A

FORMAT FOR DEVELOPING A WORK SAMPLE

FORMAT FOR DEVELOPING A WORK SAMPLE

Development of a Work Sample
for
Vocational Performance Screening Assessment

1. Select or state a vocational area or areas.

2. List and briefly describe five or more of the most common types of jobs into which your vocational program places students.

3. Rank order these jobs from most frequent to least frequent.

4. Select the top three jobs and completely task analyze these three jobs, listing all of the performance tasks involved.

5. Select and list three similar tasks that occur in each of the three jobs.

6. Motor skill requirements--provide a detailed analysis of the manual dexterity, eye-hand coordination, and motor functions required of a worker for successful completion of the three previously selected tasks.

7. Specify the equipment, materials, and supplies necessary for the completion of each of the three tasks.

8. Determine an acceptable rate of performance for each of the tasks.

9. Determine how you will measure or rate performance in each of the three tasks.

10. Describe the student, or type of handicapped or disadvantaged student, with which this work sample will be used.

11. Describe in detail how you would teach each of the three tasks to the student, prior to his performance evaluation.

Source: George Zenk, Business and Vocational Education. University of North Dakota. 1982.

APPENDIX B

SITUATIONAL ASSESSMENT CHECKLIST

SITUATIONAL ASSESSMENT CHECKLIST

Student: ______________________________

Date: ______________________________

Observer(s): ______________________________

Job Task: ______________________________

Observation	**Rating**		
	Excellent	**Satisfactory**	**Needs Improvement**
1. Work Habits			
2. Punctuality			
3. Manipulation, coordination, dexterity			
4. Personal grooming/hygiene			
5. Ability to work unsupervised			
6. Ability to work under pressure			
7. Eye-hand coordination			
8. Speed, accuracy, and precision			
9. Strength			
10. Consistency in performing task(s)			
11. Work tolerance/endurance			
12. Understanding and following safety rules			
13. Fine motor skills			
14. Gross motor skills			
15. Ability to work with others			
16. Concentration			
17. Reaction to job/task changes			
18. Adjustment to repetitive tasks			
19. Ability to follow directions			
20. Quantity of work performance			
21. Quality of work performance			
22. Work attitude			
23. Initiative			
24. Motivation			
25. Accepts constructive criticism			
26. Accepts constructive authority			
27. Concentration			
28. Communication skills (speech)			
29. Completes assigned tasks			
30. Follows directions			
31. Remembers verbal directions			
32. Assumes responsibility			
33. Attention span			
34. Care of equipment and materials			
35. Frustration tolerance			
36. Perseverance			
37. Thoroughness			

Comments:

Recommendations:

Reprinted with permission from American Technical Publishers, Inc., Homewood, Illinois.
Source: Sarkees, M., and Scott, J. (1985). *Vocational special needs.*

APPENDIX C

CULTURAL APPROPRIATENESS RATING CRITERIA

CULTURAL APPROPRIATENESS RATING CRITERIA

Directions

In this category the rater should assess the cultural appropriateness of the test directions administered to the child. Concepts reflected in the directions should be comprehensible and clear. A rating will be given based on the following system:

0 = No manual
1 = Incorrect, major mistakes in translation
2 = Incorrect, several instances where there is need for retranslation
3 = Acceptable, but still likely to have questions from child
4 = Very acceptable, no problems anticipated

Item Content

Evaluation within this category centers on the cultural appropriateness of the test items. Of critical concern is whether the conceptual and behavioral elements expressed in each item are compatible with the cultural background of students for whom the instrument was assigned. A rating will be applied based on the following:

1 = Inappropriate, major mistakes in concepts
2 = Acceptable, but several items require elimination or revision
3 = Acceptable, almost no items require elimination or revision
4 = Very acceptable, no items require elimination or revision

Vocabulary

The cultural appropriateness of semantic content in test items is also to be assessed. Rater should check to see that the language used is neither too formal nor too informal and that regional differences in language don't discriminate unfairly between one subgroup and another of a given language. A rating will be based on the following:

0 = Not utilized
1 = Incorrect, consistently poor choice of words throughout items
2 = Acceptable, but several items should be revised
3 = Acceptable, alternatives might be chosen but otherwise OK
4 = Very acceptable, no changes required

Illustrations

In this category, the rater is asked to judge the cultural implications of pictorial and graphic elements of the instrument. Items should be easily identifiable by children of the culture for whom the instrument was designed. The following scale will be used:

1 = Inappropriate, most illustrations reflect one culture
2 = Acceptable, some illustrations need to be eliminated or changed
3 = Acceptable, almost no illustrations require change
4 = Very acceptable, no illustrations require change

Format

Attention should be given to the cultural appropriateness of an instrument's visual design. This means taking into consideration the positioning of test items and the spacing allowed between test items in both the test booklet and the answer sheet. Here, care should be taken to distinguish between weak layouts that would penalize all children equally and culturally biased layouts that would penalize children of a specific culture. The following scale will be used:

1 = Inappropriate, requires major changes in layout design
2 = Acceptable, some changes are required
3 = Acceptable, a few changes are needed
4 = Very acceptable, no changes are necessary

Procedures

This category addresses the overall quality of cultural appropriateness in testing procedures, including the competitive mode of timed instruments, the time allowed for test administration and the type of response desired. The following scale will be used:

1 = Inappropriate, major flaws in procedures
2 = Acceptable, several procedures need revision
3 = Acceptable, almost no procedures require revision
4 = Very acceptable, no procedural changes are required

Source: Juarez High School

APPENDIX D

ASSESSMENT INSTRUMENTS AND PUBLISHERS

ASSESSMENT INSTRUMENTS AND PUBLISHERS

AAMD Adaptive Behavior Scale - School Edition
American Association on Mental Deficiency

Adaptive Behavior Evaluation Scale
Hawthorn Educational Services

APTICOM
Vocational Research Institute

APTICOM Occupational Interest Inventory
Vocational Research Institute

Aptitude-Based Career Decision Test (ABCD Test)
Educational Technologies, Inc.

Aptitude Tests for Occupations (ATO)
Pro-Ed

Armed Services Vocational Aptitude Battery
Department of Defense

Basic Academic Skills for Employment
Educational Technologies, Inc.

Basic English Skills Test
Northwest Educational Cooperative

Basic Inventory of Natural Language (BINL)
Checkpoint Systems

Bennett Hand Tool Dexterity Test
Psychological Corporation

Bennett Mechanical Comprehension Test
Psychological Corporation

Bilingual Oral Language Tests (BOLT)
Bilingual Media Productions

Bilingual Vocational Oral Proficiency Test
Melton Book Company

Brigance Comprehensive Inventory of Basic Skills
Curriculum Association, Inc.

Brigance Diagnostic Inventory of Essential Skills
Curriculum Associates, Inc.

California Achievement Test
CTB/McGraw-Hill

California Occupational Preference System
EDITS

California Occupational Preference System II
EDITS

Canfield Learning Styles Inventory - Form E
Liberty Drawer

Career Ability Placement Survey (CAPS)
Bureau of Educational Measurements

Career Assessment Inventory
NCE Interpretive Scoring Systems

Career Assessment Survey Exploration (CASE)
American Assessment Corporation

Career Evaluation System
Career Evaluation Systems, Inc.

Career Guidance Inventory
Educational Guidance, Inc.

Career Maturity Inventory
CTB/McGraw-Hill

Choice Work Samples
Career Research Corporation

Comprehensive Ability Battery
Institute of Personality and Ability Testing

Comprehensive English Language Test (CELT)
McGraw-Hill International Book Company

Comprehensive Test of Basic Skills
CTB/McGraw-Hill

Computer Aptitude, Literacy, & Interest Profile
Pro-Ed

Computer Operator Aptitude Battery
Science Research Associates, Inc.

Computer Programmer Aptitude Battery
Science Research Associates, Inc.

Conceptual Understanding of Blind Evaluation
Valpar International, Inc.

Crawford Small Parts Dexterity Test
Psychological Corporation

Degrees of Reading Power
DRP Services

Detroit Tests of Learning Aptitude
American Guidance Service

Differential Aptitude Test (DAT)
Psychological Corporation

Diagnostic Reading Scales
CTB/McGraw-Hill

Dvorine Color Vision Tests
Psychological Corporation

Elwyn Remedial Inventory One - 1971
Elwyn Institutes

Employability Attitudes
Educational Technologies, Inc.

English as a Second Language Oral Assessment
Literacy Volunteers of America, Inc.

English Language Skills - Assessment in Reading Context (ELSA)
Newbury House Publishers, Inc.

Farnsworth Dichotomous Test for Color Blindness
Psychological Corporation

Foyer Vocational Survey
Western Psychological Services

Gates-MacGinitie Reading Test - Survey F
Houghton Mifflin Company

Geist Picture Interest Inventory
Western Psychological Services

General Aptitude Test Battery
U. S. Department of Labor

General Clerical Test
Psychological Corporation

GOE Interest Survey
Valpar International, Inc.

Gordon Occupational Checklist II
Psychological Corporation

Harrington-O'Shea System for Career Decision-Making
American Guidance Service

Ilyin Oral Interview
Newbury House Publishers, Inc.

Interest-Based Career Decisions
Pro-Ed

Interest Determination and Exploration System (IDEAS)
National Computer Systems

Iowa Test of Basic Skills 1988
Bureau of Educational Measurements

Jackson Vocational Interest Survey
Research Psychologists Press

Jewish Employment Vocational Service - Work Sample System
Vocational Research Institute

Job Search
Educational Technologies, Inc.

Kaufman Test of Educational Achievement
American Guidance Service

Key Educational-Vocational Assessment System
Key Education, Inc.

Key Math Diagnostic Arithmetic Test
American Guidance Service

Kuder General Interest Survey - Form E
Science Research Associates, Inc.

Kuder Occupational Interest Survey - Form DD
Science Research Associates, Inc.

Kuder Preference Record - Vocational (Kuder C, Kuder E)
Science Research Associates, Inc.

Language Assessment Battery (LAB)
Riverside Publishing Company

Language Assessment Scales (LAS)
Linguametrics Group

McCarron-Dial Work Evaluation System
McCarron-Dial Systems

MESA Short Form 2
Valpar International, Inc.

Meyers-Briggs Type Indicator
Consulting Psychologists Press, Inc.

Metropolitan Achievement Test
Psychological Corporation

Michigan Test of English Language Proficiency
English Language Institute

Microcomputer Evaluation of Career Areas (MECA)
Conover Company

Microcomputer Evaluation and Screening Assessment (MESA)
Valpar International, Inc.

Micro-Tower
ICD Rehabilitation and Research Center

Minnesota Clerical Test
Psychological Corporation

Minnesota Importance Questionnaire
Vocational Psychological Research

Minnesota Paper Form Board Test - Revised
Psychological Corporation

Minnesota Rate of Manipulation Test - Revised
American Guidance Service

Minnesota Spatial Relations Test - Revised
American Guidance Service

Minnesota Vocational Interest Inventory
Psychological Corporation

Mobile Vocational Evaluation
Hester Evaluation Systems, Inc.

Nelson-Denny Reading Skills - Forms C & D
Riverside Publishing Company

Occupational Aptitude Survey and Interest Scales (OASIS)
Pro-Ed

Ohio Vocational Interest Survey
Harcourt, Brace, Jovanovich, Inc.

P--ACT +
American College Testing Program

Peabody Individual Achievement Test
American Guidance Service

Peabody Picture Vocabulary Test
American Guidance Service

Pennsylvania Bimanual Work Sample
American Guidance Service

Personnel Tests for Industry - Oral Directions Test
Psychological Corporation

Phoenix Ability System
Hester Evaluation Systems, Inc.

Picture Interest and Exploration Survey
Education Achievement Corporation

Pictorial Inventory of Careers - Vocational
Talent Assessment, Inc.

PREP Work Samples
Educational Technologies, Inc.

Prevocational Assessment and Curriculum Guide
Exceptional Education

Prevocational Assessment Screening (PAS)
Piney Mountain Press, Inc.

PRG Interest Inventory for the Blind
Nevil Interagency Referral Service

Purdue Pegboard
Science Research Associates, Inc.

Raven Progressive Matrices
Psychological Corporation

Revised Beta Exam - 2nd edition
Psychological Corporation

Reading Free Vocational Interest Inventory
American Association on Mental Deficiency

Scales of Independent Behavior
DLM Teaching Resources

Secondary Level English Proficiency Test
Educational Testing Services

Self-Directed Search (Holland)
Consulting Psychologists Press, Inc.

Singer Vocational Evaluation System
New Concepts Corporation

Skills Assessment Module (SAM)
Piney Mountain Press, Inc.

Social & Prevocational Information Battery
CTB/McGraw-Hill

SRA Arithmetic Index
Science Research Associates, Inc.

SRA Clerical Aptitudes
Science Research Associates, Inc.

SRA Pictorial Reasoning Test
Science Research Associates, Inc.

SRA Reading Index
Science Research Associates, Inc.

SRA Test of Mechanical Concepts
Science Research Associates, Inc.

SRA Verbal Form
Science Research Associates, Inc.

Stanford Achievement Test Series
Psychological Corporation

Stanford Diagnostic Math Test
Psychological Corporation

Stanford Diagnostic Reading Test
Psychological Corporation

Stanford Test of Academic Skills
Psychological Corporation

Street Survival Skills Questionnaire
McCarron-Dial Systems

Stromberg Dexterity Test
Psychological Corporation

Strong-Campbell Interest Inventory
Stanford University Press

Systematic Assessment and Group Evaluation (SAGE)
PESCO

Talent Assessment Program (TAP)
Talent Assessment, Inc.

Temperament and Values Inventory
National Computer Systems

Test for Everyday Living Skills
CTB/McGraw-Hill

Test of Adolescent Language
Pro-Ed

Test of Interpersonal Competency for Employment
James Stanfield and Company

Tests of Mathematical Abilities
CTB/McGraw-Hill

Test of Reading Comprehension (TORC)
Pro-Ed

Test of Written Language
Pro-Ed

Test of Written Spelling
Pro-Ed

Training Performance Sample
University of Oregon

Universal Skills Survey
Educational Technologies, Inc.

USES Interest Inventory II
U.S. Department of Labor

Valpar Component Work Sample System
Valpar International, Inc.

Valpar #17 - Prevocational Readiness Battery
Valpar International, Inc.

Vineland Adaptive Behavior Scales - Revised
American Guidance Service

Vocational Assessment and Curriculum Guide
Exceptional Education

Vocational Implications of Personality
Talent Assessment, Inc.

Vocational Information and Evaluation Work Samples (VIEWS)
Vocational Research Institute

Vocational Interest, Temperament, and Aptitude System (VITAS)
Vocational Research Institute

Voc-Ties
Piney Mountain Press, Inc.

VRI Interest Inventory
Vocational Research Institute

Waksman Social Skills Rating Form
ASIEP Education Company

Wide-Range Achievement Test - Revised
Jastak Associates, Inc.

Wide-Range Employment Sample Test (WREST)
Jastak Associates, Inc.

Wide-Range Interest and Opinion Test
Jastak Associates, Inc.

Woodcock-Johnson Psycho-Educational Battery
DLM Teaching Resources

Woodcock Reading Mastery Tests
American Guidance Service, Inc.

World of Work Inventory
Riverside Publishing Company

APPENDIX E

PUBLISHERS' ADDRESSES

PUBLISHERS' ADDRESSES

American Assessment Corporation
P.O. Box 1125
Gardendale, AL 35071

American Association on Mental Deficiency
5101 Wisconsin Avenue NW
Suite 405
Washington, DC 20016
(202) 857-5400

American College Testing Program
Educational Services Division
P.O. Box 168
Iowa City, IA 52243
(319) 337-1000

American Guidance Service
Publishers Building
Circle Pines, MN 55014
(800) 328-2560

ASIEP Education Company
P.O. Box 12147
Portland, OR 97212
(503) 236-1317

Bilingual Media Productions
P.O. Box 9337
North Berkeley, CA 94709
(415) 548-3777

Bureau of Educational Measurements
Emporia State University
Emporia, KS 66801

Career Evaluation Systems, Inc.
7788 Milwaukee Avenue
Niles, IL 60648

Career Research Corporation
65 W. Gordon Avenue
Salt Lake City, UT 84107
(800) 567-7267

Checkpoint Systems
1558 North Waterman
Suite C
San Bernadino, CA 92404

Conover Company
P.O. Box 155
Omro, WI 54963
(414) 685-5707

Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306
(415) 857-1444

CTB/McGraw-Hill
Del Monte Research Park
Monterey, CA 93940
(800) 538-9547

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862-2589
(800) 225-0248

Department of Defense
U.S. Military Enlistment -
Processing Command
Fort Sheridan, IL 60037

DLM Teaching Resources
One DLM Park
Allen, TX 75002
(800) 527-4742

DRP Services
The College Board
888 Seventh Avenue
New York, NY 10106
(212) 582-6210

EDITS
P.O. Box 7234
San Diego, CA 92107

Education Achievement
Corporation
P.O. Box 7310
Waco, TX 76710

Educational Guidance, Inc.
P.O. Box 511
Main Post Office
Dearborn, MI 48121
(313) 274-0682

Educational Technologies, Inc.
1007 Whitehead Road - Ext.
Trenton, NJ 08638
(609) 882-2668

Education Testing Services
Rosedale Road
Princeton, NJ 08540

Elwyn Institutes
Elwyn, PA 19063

English Language Institute
2001 N. U. Building
Ann Arbor, MI 48109
(313) 764-2413

Exceptional Education
P.O. Box 15308
Seattle, WA 98115

Harcourt Brace Jovanovich
Testing Department
757 3rd Avenue
New York, NY 10017

Hawthorn Educational Services
P.O. Box 7553
Columbia, MO 65205
(314) 445-7094

Hester Evaluation Systems, Inc.
Vocational Guidance Testing
Systems
2709 W. 29th Street
Topeka, KS 66614
(913) 273-5556
(800) 832-3825

Houghton Mifflin Company
1 Beacon Street
Boston, MA 02107

ICD Rehabilitation and Research
Center
340 E. 24th Street
New York, NY 10010

Institute of Personality and
Ability Testing
1602 Coronado Drive
Champaign, IL 61820
(217) 852-4739

James Stanfield and Company
P.O. Box 1983
Santa Monica, CA 90406

Jastak Associates, Inc.
1526 Gilpin Avenue
Wilmington, DE 19806

Key Education, Inc.
673 Broad Street
Shrewsbury, NJ 07701

Liberty Drawer
Ann Arbor, MI 48107

Linguametrics Group
P.O. Box 3495
San Rafael, CA 94912-3495
(415) 499-9350

Literacy Volunteers of America, Inc.
Sixth Floor
Midtown Plaza
700 E. Water Street
Syracuse, NY 13210

McCarron-Dial Systems
P.O. Box 45628
Dallas, TX 75248

McGraw-Hill International Book Company
300 W. 42nd Street
New York, NY 10036

Melton Book Company
161 Pittsburgh
Dallas, TX 75207

National Computer Systems
P.O. Box 1416
Minneapolis, MN 55440

NCE Interpretive Scoring Systems
4401 W. 7th Street
Minneapolis, MN 55435

Nevil Interagency Referral Service
919 Walnut Street - 4th floor
Philadelphia, PA 19107

Newbury House Publishers
54 Warehouse Lane
Rowley, MA 01969

New Concepts Corporation
1802 N. Division Street
Morris, IL 60450

Northwest Educational Corporation
B.V.E.P.
500 S. Dwyer Avenue
Arlington Heights, IL 60005
(312) 870-4106

PESCO
21 Paulding Street
Pleasantville, NY 10570
(800) 431-2016

Piney Mountain Press, Inc.
P.O. Box 333
Cleveland, GA 30528

Pro-Ed
5341 Industrial Oaks Boulevard
Austin, TX 78735
(512) 892-3142

Psychological Corporation
555 Academic Court
San Antonio, TX 78204-0952
(800) 228-0752

Research Psychologists Press
P.O. Box 984
Port Huron, MI 48660
(313) 982-4556

Riverside Publishing Company
8420 West Bryn Mawr Avenue
Chicago, IL 60631
(312) 693-0040

Science Research Associates, Inc.
155 N. Wacker Drive
Chicago, IL 60606

Stanford University Press
Stanford, CA 94305

Talent Assessment, Inc.
P.O. Box 5987
Jacksonville, FL 33247-5087
(904) 731-1415

Teaching Resources Corporation
50 Pond Park Road
Hingham, MA 02043
(617) 749-9461

U.S. Department of Labor
Employment Service
Washington, DC 20402

University of Oregon
Eugene, OR 97403

Valpar International, Inc.
P.O. Box 5767
Tucson, AZ 85703-5767
(800) 528-7070

Vocational Psychological Research
N 620 Elliott Hall
University of Minnesota
75 E. River Road
Minneapolis, MN 55455

Vocational Research Institute
2100 Arch Street
Philadelphia, PA 19103
(800) 874-5387

Western Psychological Services
12031 Wilshire Bouldevard
Los Angeles, CA 90025
(213) 478-2061

APPENDIX F

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REFERENCES

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Botterbusch, K. F. (1987). *Vocational assessment and evaluation systems: A comparison.* Menomonie, WI: Materials Development Center, University of Wisconsin-Stout.

Botterbusch, K. F. (1982). *A comparison of commercial vocational evaluation systems* , (2nd ed.). Menomonie, WI: Materials Development Center, University of Wisconsin-Stout.

Botterbusch, K. F. (1982). SAGE system for assessment and group evaluation. *Vocational Evaluation and Work Adjustment Bulletin, 15*, (1), 32-34.

Botterbusch, K. F. (1978). *Psychological testing in vocational evaluation.* Menomonie, WI: Materials Development Center, University of Wisconsin-Stout.

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